

B. 1 Interactive Session*Tahoma Room***Teacher Development Discussion Session**

SESSION COORDINATORS:

Fred Hamel, Associate Professor, University of Puget Sound
Amy Ryken, Professor, University of Puget Sound

Participants will engage in dialogue about the themes from the Teacher Development sessions and consider implications for teaching practices, including spotlight session, “Teaching for Equity: Issues that Divide and Unite.” The purpose of the teacher development sessions is to consolidate principles and approaches for increasing cultural competency in the classroom and to cultivate practice-based conversations around issues of race and teaching.

B. 2 Panel Presentation*Schneebeck Concert Hall***Learning & Teaching About Human Genetic Variation and Race Symposium**

Teaching About the Genetics of Race

CHAIR: Andreas Madlung, Professor, University of Puget Sound

PANELISTS:

David Boose, Professor, Gonzaga University
Peter Wimberger, Professor, University of Puget Sound
Alexa Tullis, Professor, University of Puget Sound
Christine Manganaro, Professor, Maryland Institute College of Art (PS’ 2003)

B. 3 Interactive Presentations*Collins Memorial Library, Room 020***Prison Education and Prison Abolition**

CHAIR: Derek Buescher, Professor, University of Puget Sound

PANELISTS:

Peter Odell Campbell, Assistant Professor, University of Pittsburgh
Gillian Harkins, Associate Professor, University of Washington
Cory Holding, Assistant Professor, University of Pittsburgh
Mary Flowers, Board Chair, Village of Hope
Erica R. Meiners, Professor, Northeastern Illinois University
Students in the Education Justice Project, University of Illinois at Urbana-Champaign and Danville Correctional Center, Danville, Illinois

Programs that provide education inside prisons and related institutions may or may not work to resist policies designed to maintain our national racial caste system via incarceration policy. Prison education programs are subject to the approval of prison administrations, and are vulnerable to public and elected official opposition to policies and programs that can be characterized as “soft on” crime and criminals. Accordingly, even though many educators who work in prison do so with a specific interest in education justice, and prison abolition, we often find it necessary to paradoxically justify and promote our actions as beneficial to prison institutions, per se. While prisons are logical places for performing critical pedagogy designed in particular to expose and contest systemic racism and intersecting oppressions related to gender identity, class, sexuality, nationality, and ability, they are also places built skillfully and specifically to discourage radical, anti-institutional political awareness and action.

These contradictions pose immediate and practical questions to any person interested in critical pedagogy as an anti-racist practice in the United States. We are educators, students, and activists who work—both separately and simultaneously—inside and outside, and against and with, prison institutions in our efforts to promote education justice in our communities. We propose to stage an audience-inclusive discussion on the basic question of whether it is possible to carry out prison-focused, anti-racist justice-oriented pedagogy in a manner consistent with local efforts toward decarceration, and prison abolition.

B. 4 Panel Session*Collin Memorial Library, Room 118***Making the Silence Speak: Archives, Libraries and the Pedagogy of the Japanese-American Internment Experience**

PANELISTS:

Lori Ricigliano, Associate Director for Information and Access Services, University of Puget Sound

Katie Henningsen, Archivist and Digital Collections Coordinator, University of Puget Sound

Peggy Burge, Humanities Liaison Librarian and Information Literacy Coordinator, University of Puget Sound

There are many profound and relevant lessons about civil rights that can be learned from the mass incarceration of Japanese Americans during World War II. This panel presentation discusses approaches to teaching college students about this tragic event through a local and national lens. Using primary sources from the university archives and special collections, students engage with the voices of the past to piece together the experience of Japanese American undergraduates on Puget Sound's campus in the 1940s. Students intensively analyze and interpret documents for evidence and testimony. They soon discover that the past is not always easy to see or understand as they encounter gaps and silences in the archival record. At this critical pedagogical juncture, standard library research tools and resources are used to investigate and interpret the silence, thereby bringing meaning to the lives and experiences of those whose voices can no longer be heard.

B. 5 Interactive Workshop*McIntyre Hall, Room 203***Critical Pedagogy, Critical Design: Critically Engaging Design Methods Created from a Place of Privilege to Develop a Framework for Learning from Marginalized Students**

Katie Derthick, PhD candidate in Human Centered Design & Engineering at the University of Washington Seattle

Natasha Jones, Assistant Professor at the University of New Mexico

The purpose of our presentation is two-fold: Our primary goal is to create ways for educators of marginalized and disenfranchised populations to learn from their students. Starting from the Freirean educational perspective that attempts to deconstruct the teacher-student dichotomy we seek to engage in a committed dialogue with educators and students. As Freire (2000) asserts, "Only dialogue, which requires critical thinking is capable of generating critical thinking" (p. 73). To encourage and promote this dialogue, we will utilize the Design Thinking method created at the Stanford University Design School. Our second goal is to critique the Design Thinking method, which was created from a place of privilege, yet is meant to generate empathy and help participants adopt perspectives other than their own. By using the Design Thinking method in our workshop, with experienced educators of minority and other marginalized students, we, as a group, will be able to critique this method, and begin generating alternative approaches. The outcomes of the workshop, then, will be two-fold: Participant-generated tools for learning from marginalized students, which participants and other educators will be able to take into their own classrooms, and critical conversation about the Design Thinking method, grounded in personal histories of teaching and experiential understanding of the method.

B. 6 Panel Presentation*Wyatt Hall, Room 101***Religious Privilege and Hegemony as Obstacle, Opportunity and Mandate**

PANELISTS:

Debra Espinor, Associate Professor, George Fox University

Anna Berardi, Professor, George Fox University

Linda Samek, Provost, George Fox University

Stephen Bearden, Assistant Professor, George Fox University

This session invites dialog with all educators regarding how religious privilege and hegemony present obstacles, opportunities, and a mandate for our response. It represents the third installment of an ongoing self-assessment of a primarily Caucasian evangelical private university in the United States. The purpose is twofold: 1) As holders of the dominant markers of privilege in the United States (white, Christian, heterosexual, male, with access to education) our commitment to embrace, walk humbly, and do justice is all the more urgent even as our understanding is challenged as occupants of privileged positions; and 2) as educators, we hold primary responsibility for scrutinizing how we engage in the integration of faith and practice given these vulnerabilities (Maher, 2006).

B. 7 Panel Presentation*McIntyre Hall, Room 103***Democracy Education: Liberating Schools from the Forces of Greed and Fear**

PANELISTS:

Roy Wilson, Director, Martin Luther King Jr. Freedom Center; Executive Producer, Barbara Lee and Elihu Harris Lecture Series

Karen Bohlke, Director of Government and External Relations, Martin Luther King Jr. Freedom Center and Educator, Institute for Community Leadership

Victor Littles, Community Liaison, Oakland Unified School District

Nyla Rosen, Jack Hunter O'Dell Education Center, Institute for Community Leadership

Democracy is not a destination; it is a process composed of major and minor elements, many of which remain disputed due to divergent and antagonistic class, race, and national interests. Some elements of democracy (primarily rights and freedoms) can come into being, then fade away, or disappear overnight, and then, with struggle and tenacity, return again. Public education in the United States currently molds individuals to oppose democracy. To be clear, since democracy is a process that combines human beings and recognizes their inherent and natural interconnectedness, an institution that molds individuals to act indifferently and even antagonistically to this process is, itself, opposing democracy. This opposition to democracy in public schools is carried out primarily by implementing a pedagogy of hyper-individualism, one that attacks cooperation and community. Liberatory teaching means teaching liberation, but it also means liberating the act of teaching from the confines of an antagonistic education system. The interests of the teacher and those of the learner, as well as the interests of justice and democracy, are best served when the relationship between teacher and learner occurs in the context of the struggle for democracy. Educators can benefit from adopting the pedagogies, methodologies, and strategies and tactics of teaching/learning developed in the movements for civil rights and liberation.

B. 8 Panel Presentation*Howarth Hall, Room 201***Expanding Opportunity for Indigenous Students in Schools**

Leilani Sabzalian, Doctoral Candidate, University of Oregon

Chance White Eyes, Doctoral Candidate, University of Oregon

Spirit Brooks, Doctoral Candidate, University of Oregon

In the United States, the ideal that all public school students will have equal access to a college preparatory curriculum and advance through their merit from high school to college is a myth. According to Cooper (2012), as students move through primary and secondary school to college, the numbers of immigrant, ethnic minority, and low-income youth who continue through high school to college shrinks disproportionately. The high school to college transition is a critical process, particularly for Indigenous students, and when successfully navigated establishes a firm foundation for a student's continued educational progress and success. Bridge and cultural programs that partner with public schools in the US are considered to be important resources in supporting Indigenous student achievement, particularly in middle and high school, and provide guidance to students as they progress through the educational pipeline. For Indigenous students, efforts by intervention programs such as the Title VII Indian Education Program, Advancement via Individual Determination, and Bridge of the Gods Summer Academy have served to compensate for unequal opportunities in learning and access to educational knowledge and resources. In this sense, intervention programs are designed to help underrepresented students build the social, educational, and cultural capital needed to succeed in school, but questions remain about segregation and assimilation, and in particular whether community cultural wealth is valued in these particular programs.

B. 9 Panel Session*Wyatt Hall, Room 109***Recruiting for a New Kind of University: Race, Language and Relational Rhetorics**

CHAIR: Alison Tracy Hale, Associate Professor, University of Puget Sound

Hans Ostrom, Professor, University of Puget Sound, "Recruiting Students and Colleagues of Color at Liberal Arts Colleges: The Ten Essentials"

Beth Buyserie, Senior Instructor and Assistant Director of Composition, Washington State University, and Anna Plemons, Blackburn Fellow, Washington State University, "Challenging the Neutrality of Whiteness: Anti-Racist Pedagogies, Linguistic Assets, and Relational Rhetorics for the University"

Recruiting Students and Colleagues of Color at Liberal Arts Colleges: The Ten Essentials

Hans Ostrom, Professor, University of Puget Sound

To become ready to pursue diversity, liberal arts colleges must confront problems with the liberal-arts-college identity, which is inherently connected to White privilege. Without such deliberate confrontation, transformation is probably impossible. Liberal arts colleges must also address internal structural problems (structures involving Boards of Trustees, administration, and faculty) that routinely block transformation. The presentation provides 10 specific essential tasks related to problems of identity, power, and structure.

Challenging the Neutrality of Whiteness: Anti-Racist Pedagogies, Linguistic Assets, and Relational Rhetorics for the University

Beth Buyserie, Senior Instructor and Assistant Director of Composition, Washington State University

Anna Plemons, Blackburn Fellow, Washington State University

In response to declining enrollment and lack of funding nation-wide, many public, predominantly white universities will enroll students of color in record numbers. For literacy educators, this shift signals the need for campus-wide transformative culture change, including awareness of and expertise in anti-racist pedagogies that, among other practices, recognize students' linguistic backgrounds as assets. Such a cultural shift, however, requires support at the institutional level. Speakers will focus on the concrete steps that universities can take toward transformative change through an engaged, critical literacy. Specifically, panel members will focus on 1) a critical literacies program that emphasizes anti-racist pedagogies and student agency, 2) a framework for demystifying the bureaucratic rhetorics of the university, coupled with day-to-day actions, and 3) the possibilities and problems in creating a People of Color Writing Center.

B. 10 Panel Session

Thompson Hall, Room 391

Beyond Redemptive Readings: Reconsidering the Legacy of Civil Rights in the University Literature Classroom

CHAIR: Jenny M. James, Assistant Professor, Pacific Lutheran University

PRESENTATIONS:

Michael Benveniste, Assistant Professor, University of Puget Sound

Emily F. Davidson, Assistant Professor, Pacific Lutheran University

Jenny M. James, Assistant Professor, Pacific Lutheran University

A collaboration among English faculty at Pacific Lutheran University and the University of Puget Sound, this panel seeks to explore new pedagogies of reading that can help us better reflect on the hard-won victories and often silenced losses underlying the history of Civil rights struggles in America. We seek to cultivate in our students a critical regard for, and self-reflexive ability to counteract, the redemptive rhetoric associated with civil rights memory, which in its "progressive" tenor impedes a frank and nuanced conversation about the essential work of redress that remains. Imagining the Humanities classroom as a space of social engagement and critique, these papers reconsider the everyday reading practices we as literature faculty utilize when entering into a broader conversation about racial injustice and movements for redress. We suggest that a careful attention to the contradictions and asymmetries that are foundational to any literary and cultural text, can aid undergraduate students in reflecting on the structural and affective asymmetries that shape our contemporary racial landscape, and the difficult conversations we have among each other.

The Ends of Subversion: Critical Ambivalence and Post-Civil Rights Fiction

Michael Benveniste, Assistant Professor, University of Puget Sound

My paper explores some pedagogical challenges posed by post-Civil Rights era ethnic literatures. Typically, students look to this literature for a clear, unequivocal expression of radical or even progressive values. Most frequently, the work of such literature is conceptualized as 'subversion.' Complicating the pedagogical issue is the fact that many upper-division students come into class with a loose conceptual vocabulary of social-constructivism, and generally have accepted that as a generation they are ideologically post-racial. Consequently, when students encounter this literature, they are quite ready to discover what they already know – that race and ethnicity are constructs, and works of literature help to subvert such naturalized categories of social being/dominance. The irony of the situation, though, is that if these novels merely confirm already-held beliefs, they are no longer 'subversive.' When teaching novels by Ishmael Reed or Colson Whitehead, I contextualize their work with revisionist histories of the Civil Rights era which assert that the struggle for racial equality was truncated, and remains incomplete. Such framing can be disconcerting, particularly when it contradicts many 'post-

racial' commonplaces. Critically re-engaging these works through the lens of theorists like Kenneth Warren, Wendy Brown and Jodi Dean requires that we go beyond the stage of ideological subversion, and likewise critically reconsider the (possible) politics of literature. I ask students to look beyond subversion, and adopt a critical ambivalence toward these novels (and history) in order to both acknowledge what has been accomplished in the name of equality, and challenge them to see what is yet unrealized.

“We Are Here to Participate”: The Latino Civil Rights Narrative-in-the-Making in *Latino Americans: The 500-Year Legacy that Shaped a Nation*

Emily F. Davidson, Assistant Professor, Pacific Lutheran University

In 2013 PBS launched the groundbreaking documentary series *Latino Americans: The 500-Year Legacy that Shaped a Nation*, a filmic endeavor that attempts to historicize the Latino experience in the United States from the 1500s to the present. The series constitutes a mainstreaming of US Latino history and to a certain degree, its official entry into the public sphere. This presentation highlights the importance of this project at the same time as advocating for critical examination of its Latino civil rights narrative-in-the-making. I argue that the pedagogical value of the series lies not only in the breadth and depth of the history that it presents, but also in equipping students with critical tools for recognizing its narrative silences and omissions. By situating my critical reading of the documentary narrative within the context of its reception and utility in the university classroom, I will consider how nostalgia, aura, and the formulaic structures of official civil rights narratives, can disable critical powers of observation. I propose that the pairing of the documentary with other cultural productions, like the writings of Chicana queer feminists and Latino/a artists and activists who employ radical and transnational resistance strategies, equips students with critical lenses for recognizing the privileging of hetero-normative, assimilationist, and neoliberal narratives of ideal citizenry and upward mobility. Ultimately at stake is the urgent task of constructing a Latino civil rights narrative that is inclusive, self-critical, and wary of nostalgic renderings of the past.

Tones of Progress: Reading Irony, Teaching Race through the Civil Rights Fictions of Toni Morrison

Jenny M. James, Assistant Professor, Pacific Lutheran University

Since Barack Obama's successful 2008 presidential campaign, the popular history of civil rights in America has often been cast in the most sincere and optimistic terms. For many, the nation's historic progress towards racial reconciliation seemed to have arrived at its redemptive conclusion: the election of our first Black president. And yet six years later, the campaign's catchphrases of hope and the affirmative “Yes we can” now ring hollow, a tonal shift that illustrates the daunting racial injustices that remain un-redressed in our neo-liberal, “post-racial” moment. This calcified public conversation requires a new commitment to teaching race and culture in the undergraduate literature classroom, where students have the opportunity to enter into ethical relation with literary texts and with each other. Students' unfamiliarity with the insincere, playful, and ironic modes that often characterize representations of race unfortunately impedes their capacity to consider the contentious legacies of civil rights in American life today. In this paper, I call for a renewed pedagogical attention to irony and narrative asymmetry as a way to better respond to the varying scales of racial prejudice in everyday life. Considering Toni Morrison's 1973 novel *Sula*, I focus on the ways this text highlights shifts in scale and tone, a self-reflexivity that aids students in learning to register the various and contradictory intonations that shape our contemporary conversation about race. A stark commentary on the inevitable, and ironic, losses that Black communities incurred in the wake of civil rights, *Sula* illustrates how irony can serve as a powerful and nuanced mode of critique in American life. I therefore argue that Morrison's call to attend to irony, or what she calls the ability “to see the underside of something,” inspires in readers a new sensitivity to the subtle tones and gestures that shape dialogues across racial differences, both within and beyond the classroom.

B. 11 Panel Session

Thompson Hall, Room 395

Revolutionary Pedagogies in Psychology: Toward Critical Consciousness

PANELISTS:

Sahana Mukherjee, Assistant Professor, Gettysburg College

Tuğçe Kurtiş, Assistant Professor, University of West Georgia

Desdamona Rios, Assistant Professor, University of Houston Clear Lake

Phia S. Salter, Assistant Professor, University of Texas A&M University

The field of psychology has an ambivalent history with racism and oppression. On one hand, psychologists actively participated in the eugenics movement and supported segregationists during the civil rights era. On the other hand,

psychologists have also been at the forefront in efforts to confront anti-racist policy, raise consciousness of individual racism, and design interventions to improve intergroup relations. In the context of this complex intellectual history, this panel brings together four papers that examine possibilities for and implications of revolutionary pedagogies in psychology. The presentations feature pedagogical approaches (e.g., a sociocultural approach to teaching about racism; a critical re-design of introduction to psychology courses; use of autoethnography as a pedagogical tool to promote reflexive forms of inquiry; revolutionary curriculum that provides an intersection of issues of culture and social class) designed to promote critical consciousness not only among racially marginalized but also among racially privileged students. The presentations further feature findings of empirical research examining the implications of these pedagogical approaches for student outcomes. Together, these presentations help to reveal the extent to which revolutionary pedagogies in psychology can serve to not only liberate people from residues of past and present oppression, but also to liberate the discipline of psychology itself (Martín-Baró, 1994) so that it can more fully realize its potential as an agent of social justice and transformation.

B. 12 Panel Session

Murray Boardroom

Closing Opportunity Gaps- 2015 Recommendations from the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

MODERATOR: Representative Sharon Tomiko Santos, Committee Co-chair, House of Representatives

PANELISTS:

Sally Brownfield, Committee Member, Tribal Nations, Governor's Office of Indian Affairs

Raquel Ferrell Crowley, Committee Member, Commission on Hispanic Affairs

Maria Flores, Lead Staff to the Committee, Director of Title II, Part A & Special Programs, Office of Superintendent of Public Instruction, State of Washington

Frieda Takamura, Committee Member, Commission on Asian Pacific American Affairs

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) takes a multidisciplinary approach, reviewing social, emotional and health supports, and seeking input and advice from other state and local agencies and organizations with expertise in health, social services, and other issues that disproportionately affect student achievement and student success. The EOGOAC is focused on eliminating the opportunity gap in Washington State for our students of color and living in poverty. The committee is charged by RCW 28A.300.136 to synthesize the findings and recommendations from the five 2008 Achievement Gap Studies into an implementation plan and annually recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board and the State Board of Education in the following areas: supporting and facilitating parent and community involvement and outreach, enhancing the cultural competency of current and future educators and the cultural relevance of curriculum and instruction, expanding pathways and strategies to prepare and recruit diverse teachers and administrators, recommending current programs and resources that should be redirected to narrow the gap, identifying data elements and systems needed to monitor progress in closing the gap, making closing the achievement gap part of the school and school district improvement process, and exploring innovative school models that have shown success in closing the achievement gap. For this session, representatives from the Washington State Ethnic Commissions, Federally Recognized Tribes, Office of the Education Ombudsman, and the Washington State Legislature will present on seven recommendations within the committee's priority areas.

B.13 Panel Presentation

Wyatt Hall, Room 313

Race and Literary Genre in the Story Cycle

CHAIR: Suzanne Warren, Visiting Assistant Professor, University of Puget Sound

PRESENTERS: Alex M. Durante, David J. Mucklow, Jake R. Rosendale, Melody J. Yourd, Undergraduate Students, University of Puget Sound

In this panel, Professor Suzanne Warren and students from her spring 2014 ENGL 342 class, Prose Genre: The Story Cycle, explore the dynamic relation between race and the literary genre of the story cycle. Since its beginnings at the turn of the last century, the story cycle, or collection of linked stories, has developed as a versatile, powerful storytelling medium for writers of color. Indeed, as literary scholars James Nagel and Stella Bolaki have noted, writers such as Jean Toomer, Gwendolyn Brooks, Louise Erdrich, and Junot Diaz have dominated the genre. In this panel, Warren and her students will discuss story cycles at the intersection of race and literature, focusing on writers of color who have embraced the form. The panel considers new humanities knowledge at the intersection of race and literature, as well as the culturally responsive teaching that helped birth this vibrant student scholarship.

Reading and Writing for a New Political Conscience

CHAIR: Julie Nelson Christoph, Professor, University of Puget Sound

Re-imagining the Scholarship of Engagement in First Year Writing: Service Learning and Community Engagement

Nicole Blair, Lecturer and Assistant Director of Undergraduate Education, University of Washington, Tacoma

Service learning has acquired the reputation of being a mundane requirement at many colleges in the country, and yet the question remains: is it a transformative experience for students? Do they learn the lessons of community engagement that they can acquire in college and then take with them into their careers? At the University of Washington, Tacoma, we are creating more opportunities for students to understand and engage with their urban community through internships, community service and undergraduate research projects related to the Puget Sound environment. For first year writing students, I have recently designed a course entitled Service Learning and Social Justice. I have several learning goals for this course, but chiefly, for students to serve the local community by direct service, to research ways in which the services our community offer can be improved upon, and to reflect on how their service connects them to their community in more meaningful ways. The ultimate goal is for students to make service a habit in their lives, but of course, this goal is up to the individual student when all is said and done. Students have told me, in their evaluations, that the course "opened my mid to a world of community service and greatly enriched my writing," and that in the course "we thought a lot about community issues and what we can do to change it." We must engage students early in experiential learning in and with their community for lasting change.

‘Ya’ll Gon’ Learn Today’: Knowledge and Vision in the First Year Seminar

Teresa Gilliams, Associate Professor, Albright College

The First Year Seminar, with its conceptual invitation to centralize the interplay of race and class, language and music, authorship and autonomy, extracts (non)traditional considerations of radical gestures that convey the extent to which ordinary people have influenced the culture, institutions and politics of African American communities throughout these yet to be United States. Having (re)conceptualized my FYS course to include a historical synthesis of the African American experience marked by writers’ and artists’ confrontational soar into the danger associated with education, humor, language, and music, this presentation highlights various ways that Kevin Hart, James Weldon Johnson, Toni Morrison, and Jay-Z imagine and construct blackness through the linguistic portrait of a culture that quests for, finds and relishes the power of words—spoken and written.

Racial Identity Development Critique: A Way of Reading and Writing African American Literature

Sha-shonda Porter, Visiting Scholar, Richland College

This presentation introduces Racial Identity Development Criticism (RIDC), a literary critique method that provides a way for educators, writers, and readers to engage in meaningful discourse about race using literature. Analytical and reflective, RIDC provides educators with a practical, interventionist, pedagogical approach to reading and discussing race in the classroom. Accordingly, this critical pedagogy, and resultantly, this presentation engages the conference’s Revolutionary Pedagogies theme. Drawing on William Cross’s Nigrescence Racial Identity Theory (NRID) and literary analysis techniques, RIDC examines the development and depiction of African American characters in fiction literature. Analytical and reflective, RIDC helps readers understand the dynamics of racial identity development in literature and themselves. It also provides educators with a practical, interventionist, pedagogical approach to reading and discussing race in the classroom.

Race and the Critical Conscience in the General Education Curriculum at Portland State University

David Wolf, Instructor, The Honors College, Portland State University

As the largely African American World War II-era city of Vanport embodied the minority presence in the majority white wartime Portland metropolitan area, so today Portland State, a public university enrolling more than 25,000 students, has evolved into a locus of racial diversity and cosmopolitanism in a Portland otherwise monochrome. Progressive curricular reform has stayed in step with the evolving demographics and outlook of the PSU student body. In 1994, the Faculty Senate approved a new general education program—called University Studies—thereby revamping the core curriculum

and implementing an inquiry-based pedagogy. In the ensuing twenty years, University Studies has asserted itself as a program of great curricular scope, pedagogical innovation, and social conscience. My aim is to describe PSU's institutional commitment to transform its learning community (stemming from the decisive 1994 reform of its general ed. curriculum) by in turn advancing a pedagogy grounded in transformative intellectual and social practices. Analyzing the curricular dynamics and student experiential learning in my Freshman Inquiry Race and Social Justice course this year, I will demonstrate how we at PSU (and in my first year of teaching there I am simply fulfilling the vision and initiatives of University Studies' directors and pioneers) have reimagined the university's mission--that is, reimagined the relationship among pedagogy, scholarship and community--in fostering a scholarship of political engagement and the formation in our undergraduates of a critical conscience.

B. 15 Workshop Session

Jones Hall, Room 203

Teaching for Equity and Hope in the Classroom: Undoing Bias and Oppression

CHAIR: Sara Freeman, Assistant Professor, University of Puget Sound

Tina LaPadula, Artcorps

Lara Davis, Seattle Office of Arts and Culture

This workshop uses simple theatre activities to explore and question how social position, bias, and systemic oppression (e.g. racism, classism, adultism, sexism, etc.) play out in our educational institutions while identifying the levers that each of us have to create inclusive, equitable learning environments for all.

B.16 Panel Session

Howarth Hall, Room 212-214

Writing Practices and Rewriting the Terms of Pedagogy and Justice

CHAIR: Brett Rogers, Assistant Professor, University of Puget Sound

Subversive Acts of Revision: Writing and Justice

Heather E. Bruce, Professor and, Director of the Montana Writing Project, University of Montana

Learning to re-see, to re-vise, in the deepest sense of the word, opens subversive possibilities for intervening in injustice when turned toward material instances of oppression and violence. This paper analyzes an embodied aesthetic of rhetorical intervention that insists on justice in the face of hate to illustrate potential for enacting peaceable pedagogies. Racism stands at the heart of injustice, and the pedagogical strategies I demonstrate provide tangible revisionist possibilities for anti-racist education and provide hope in responding to the conference theme's question: "What Now is the Work of Education and Justice?" through revolutionary pedagogies.

Towards Anti-Racist Tutoring and Writing Advising: A Reevaluation of the Current Debate

William Rathje, Undergraduate Student and Writing Advisor, University of Puget Sound

There is perhaps no debate more ubiquitous in and more strongly associated with Writing Center theory and its foundations than the debate on minimalist versus directive tutoring. Minimalism refers to tutoring techniques that encourage student autonomy, like deliberately withholding answers and instead asking guiding questions as well as using nonverbal cues like sitting beside a student to indicate nonhierarchical collaboration rather than authority. Conversely, directivity involves techniques to directly teach or convey information. The extent to which both techniques should be used in writing advising is frequently debated, but the consensus has generally leaned toward minimalism, which promotes the nonhierarchical, collaborative goals underpinning much of Writing Center theory. Recently, minimalism and directivity have been recast in terms of their implications for gender and race in the Writing Center and, in an interesting reversal, studies have come to advocate directive tutoring methods over the minimalist methods that have so long dominated Writing Center pedagogy and training. Yet directive methodologies can be used (and have been advocated) to maintain systems of institutionalized privilege just as readily as nondirective tutoring methods. In this study, I survey how minimalist and directive tutoring methods can support systems of privilege and how we must move outside this binary debate in order to challenge institutionalized practices that have the potential to deny student agency.

(Un)Writing Race: Using "Race" as a Category for Deconstruction and Radical Play in the Composition Classroom

Alice Pedersen, Lecturer, University of Washington

Maya Smorodinsky, Professor, Shoreline Community College

This interactive presentation is designed for composition instructors and other members of the community who are interested in integrating more writing and race-based pedagogies into their classrooms. We maintain that the composition classroom is an optimal space where racial thinking and racial discourse can be placed under a microscope. With “race” as the central analytic, students engage with normalized language at a critical distance: we ask them to situate their use of discourse and language within historical and social contexts of race. By making race the focus, we also encourage students to see racial thinking as another discursive convention. In the presentation, we will discuss syllabi, lesson plans, and in-class activities to recognize the instability of racial categories, while also attending to the material experiences of those categories. This will be a collaborative moment where we draw from each other’s knowledge bases to develop strategies and techniques that work towards deconstructing racial signifiers in everyday practice. Our presentation will provide a foundation from which participants can build their own teaching plans, and also reflect on their own racial thinking. We hope to find inspiration to play with received knowledge and construct new possibilities. Therefore, we hope that our conversation can spark change in the composition classroom, as well as in other areas of social justice work.

B.16 Panel Session

Howarth Hall, Room 212-214

Writing Practices and Rewriting the Terms of Pedagogy and Justice

CHAIR: Brett Rogers, Assistant Professor, University of Puget Sound

Integrity in Active Vigilance: Exploring White Folks Role in Thwarting Default Institutional Racism

Rebecca McBride Bustamante, Associate Professor, Sam Houston State University

The purpose of this presentation is to explore and clarify the roles that anti-racist white educators might take as critically conscious, vigilant “insiders” in their efforts to thwart institutional racism in the educational organizations they are a part of. Often, because of white privilege, white people, who consider themselves anti-racist educators, find themselves in all-white organizational situations where institutional racism is evident and they potentially can leverage their privilege in enacting racially-responsive actions to thwart the default of traditionally exclusive institutional practices. In all-white settings in predominately white institutions, White folks are often privy to conversations that are wrought with colorblindness, racial microaggressions, and denial around topics that involve organizational leadership and decision-making. In this conversation, we will explore how anti-racist white folks can respond from a place of integrity, vigilance, and action that leverages privilege in ways that move toward institutional change and inclusion.

Nothing to Add: The Role of White Silence in Racial Dialogue

Robin DiAngelo, Associate Professor, Westfield State University

This paper analyzes a common dynamic in interracial discussions on race: white silence. Using whiteness theory as the frame, I explicate the common white rationales for silence in discussions of race, and challenge each of these rationales from an anti-racist framework. These rationales include: “It’s just my personality - I rarely talk in groups”; “Everyone has already said what I was thinking”; “I don’t know much about race so I will just listen”; “I don’t feel safe / don’t want to be attacked so I am staying quiet”; “I am trying to be careful not to dominate the discussion”; “I don’t want to be misunderstood / say the wrong thing / offend anybody” and; “I already know all this.” I argue that regardless of the rationale for white silence in discussions of race, if it is not strategically enacted from an anti-racist framework, it functions to maintain white power and privilege and must be challenged.

White Men Supporting Each Other To Be Equity Partners

Noah Prince, Diversity and Inclusion Consultant and Equity and Race Coordinator, Seattle Public Schools

This presentation is aimed at engaging and supporting white male leaders to explore their own identities (both individual and group). Experiential learning and affirmative facilitation strategies will allow audience members to see how to support, sustain and benefit from institutional equity and diversity initiatives. Audience members will heighten their self-awareness and deepen their understanding of challenges that women and people of color face in the workplace. They also will develop strategies as white men to overcome the fear of being ostracized by other white men, or the alienation many white men feel when confronted with this situation at work. Participants will reflect on how these challenges impact their staff. Audience members can deepen their process of understanding how we, as a white men, can approach these topics as authentic diversity partners, cultivate awareness of implicit bias which can unknowingly stop the best of intentions or diverse relationships from being sustained, and feel empowered to have discussions and solutions.

Towards Ending White Silence and Default Racism: Questioning Vigilance and Partnership

CHAIR: James Jasinski, Professor, University of Puget Sound

Integrity in Active Vigilance: Exploring White Folks Role in Thwarting Default Institutional Racism

Rebecca McBride Bustamante, Associate Professor, Sam Houston State University

The purpose of this presentation is to explore and clarify the roles that anti-racist white educators might take as critically conscious, vigilant “insiders” in their efforts to thwart institutional racism in the educational organizations they are a part of. Often, because of white privilege, white people, who consider themselves anti-racist educators, find themselves in all-white organizational situations where institutional racism is evident and they potentially can leverage their privilege in enacting racially-responsive actions to thwart the default of traditionally exclusive institutional practices. In all-white settings in predominately white institutions, White folks are often privy to conversations that are wrought with colorblindness, racial microaggressions, and denial around topics that involve organizational leadership and decision-making. In this conversation, we will explore how anti-racist white folks can respond from a place of integrity, vigilance, and action that leverages privilege in ways that move toward institutional change and inclusion.

Nothing to Add: The Role of White Silence in Racial Dialogue

Robin DiAngelo, Associate Professor, Westfield State University

This paper analyzes a common dynamic in interracial discussions on race: white silence. Using whiteness theory as the frame, I explicate the common white rationales for silence in discussions of race, and challenge each of these rationales from an anti-racist framework. These rationales include: “It’s just my personality - I rarely talk in groups”; “Everyone has already said what I was thinking”; “I don’t know much about race so I will just listen”; “I don’t feel safe / don’t want to be attacked so I am staying quiet”; “I am trying to be careful not to dominate the discussion”; “I don’t want to be misunderstood / say the wrong thing / offend anybody” and; “I already know all this.” I argue that regardless of the rationale for white silence in discussions of race, if it is not strategically enacted from an anti-racist framework, it functions to maintain white power and privilege and must be challenged.

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Chile, If These Walls Could Talk: Engaging a Critical Race Pedagogy of Place at the Booker T. Washington Community Center

Denise Taliaferro Baszile, Associate Professor, Miami University

Chamina Smith, Assistant Professor, Miami University

The process of gentrification is underway in urban communities all over the country if not the world, and they are all too often synonymous with projects of racialized displacement, physical and psychological. Such circumstances, beg a host of questions: Is it possible to revive a community or a community place without full-scale gentrification? What is lost and gained when the white folks come to help out? How might the poor and working class community of color maintain a sense of place, a sense of belonging, a sense of agency in the midst reinvestment by wealthier and typically White people? These are but a few of the questions we grapple with in our paper/presentation /performance in relation to our work with and in a community center in a local urban community landscaped by several railroad tracks, literal and metaphorical. While the community center sits on a site not yet in full-scale gentrification, many community members consider the current controversy over the running of the community center as the beginning of such a process.

Rethinking the Sources and Processes for Building Critical Knowledge and Practice around Identity and Justice

CHAIR: Frederick Douglas Alcorn, Cultural Empowerment Plus and Associates

Welcome to Multicentricism: A Creative Approach to Diversity

Chiyuki Shannon, Ph.D, Director of The Multicentric Institute and Owner/ Manager of Access Change Technologies, LLC

This presentation introduces ideas and practices of a self-paced interactive workshop that models and demonstrates multicentricism. ("Multicentricism: A Fresh and New Way of Perceiving Diverse, Complex, and Changing Dynamics in Our Environment" was presented at University of Puget Sound's Race and Pedagogy 2013 Chism Series). This presentation addresses the need to expand awareness and understanding that the multicentric individual is a context dependent thinker and requires a different learning style environment than the field dependent (context) independent, linear style, predominant in the European based model of education and training. "This mismatch can lead to misunderstandings, and culturally inappropriate interaction, assessment, instruction or discipline. Underachievement, poor self-esteem, and misbehavior can result. These pupils may end up in special education programs, either because of mislabeling or because educators have 'created' a learning disability or emotional and/or behavioral disorder." (See Ramirez and Castenada, (1974) "Cultural Democracy, Bicultural Development, and Education; and "Does The Way We Teach Create Behavior Disorders in Culturally Different Students?")

Peacemaking Circle Process as Practice to Build and Heal Cross-Racial Relationships

Pamela Taylor, Director of the Center for the Study of Justice in Society, Seattle University
Keiko Ozeki, Program Coordinator, Peace Making Circle Initiatives, Center for Ethical Leadership

The Peacemaking Circle Process is a unique approach to conflict resolution and healing based on ancient and modern traditions as practiced in a number of cultures. Circles create a sacred space and structure that allows for people to share without engaging in back and forth dialogue. The circle process emphasizes building trust, active listening, and honoring other participants' stories. The experience is deeply transformational, allowing participants to do their own healing so they can be authentic and open when tackling future challenging conversations and conflicts. During this presentation and simulative demonstration participants will be introduced to a theoretical model as gifted by the Tagish Tlingit, a First Nations people of the Pacific Northwest Coast for peacemaking and healing and experience a truncated version of the peacemaking/healing circle process. The ensuing discussion will reveal the numerous benefits from utilizing this process in sustaining and healing relationships across cultures and building the "beloved community" as envisioned by Dr. Martin Luther King.

Puget Sound Narratives – The Experience of Students of Color at Predominantly White Institutions

CHAIR: Czarina E Ramsay, Director, Intercultural Engagement, University of Puget Sound

PRESENTERS: Max Estevao, Elaine Stamp, Tyson West, Rory Jacobs, Nakisha Renee Jones and Haile Canton, Undergraduate Students, University of Puget Sound

Through discussion methodology, students of color will unpack their experiences living and learning at a predominantly white liberal arts institution in the Northwest region. Drawing from their personal experiences at the University of Puget Sound, our presenters will reference various student publications and dialogues about experience of race on campus, unpack their own racial identities, and raise questions about how to collectively work together toward building community for students of color on our campuses.