

## C.0 Concurrent Sessions

12:00 pm – 1:15 pm

### C.1 Panel Discussion and Workshop Session

*Howarth Hall, Room 203*

#### **The Conversation: Heads, Hearts, and Feet on Fire**

##### PANELISTS:

Laurie Arnold, International Students Advisor, Bates Technical College, Tacoma and Community Partner Race & Pedagogy Initiative

Eve Bowen, Retired Public School Teacher and Community Partner, Race and Pedagogy Initiative

Callista Brown, Associate Professor, Pacific Lutheran University and Community Partner, Race and Pedagogy Initiative

Petra Perkins, Entrepreneur and Community Partner, Race and Pedagogy Initiative

The Conversation, a social justice group that has met in Tacoma, WA, since 2006, started when founding members rejected a directive to "tread lightly" when discussing race and racism. The panel presents a case study of The Conversation. We are a group of Tacoma and South Sound residents committed to the building of a diverse, critically engaged, social justice community for the task of procuring for ourselves and for our communities a better life. With "Justice for All" as its foundational principle, the group has two primary foci: providing encouragement and support for social justice activists and promoting justice in such areas as the legal system, wages, housing, healthcare, and education. Attendees will hear tangible examples of action that have made a difference in our city, and participate in a demonstration of Conversation interaction.

### C.2 Interactive Session

*Collins Memorial Library, Room 020*

#### **Critical Prison Pedagogies: Imagining New Zones of Engagement and Resistance**

##### PANELISTS:

Tanya Erzen, Soros Justice Media Fellow

Gillian Harkins, Associate Professor, University of Washington

Alyssa Knight, member of the Women's Village, Washington Corrections Center for Women

Stuart Smithers, Chair of the Religion Department, University of Puget Sound

Shajuanda Tate, member of the Women's Village, Washington Corrections Center for Women

Tonya Wilson, member and founder of the Women's Village, Washington Corrections Center for Women

For the past several years, Tanya Erzen, Stuart Smithers, Robin Jacobson, Gillian Harkins and other professors have met with a group of 6-7 women at the Washington Correction Center for Women as part of a critical inquiry group. The aim of the group is to foster an intellectual space where we might discuss the ideas that animate our work in developing higher education programs in the prison. We propose a roundtable with professors and women incarcerated at the Washington Corrections Center for Women under the theme of Revolutionary Pedagogies to discuss how a space of critical inquiry between professors and students in the prison fosters new critical consciousness. The roundtable would use our previous discussions of pedagogy and texts on utopia, dystopia, precarity, violence and neoliberalism to examine how the critical inquiry group format can open up ways of reimagining relationships among pedagogy, scholarship and community. How might spaces like the critical inquiry group represent revolutionary pedagogies that transcend the classroom and the roles of prisoners and professors? How do we make the chronic, acute and everyday lethality of suffering and pain, what Povinelli calls distributed misery, that is not spectacular, visible and legible to others? And, we ask how this space of critical inquiry creates an opening to discuss the injustice of our justice system. As Tonya Wilson asks, "As people at the wrong end of the social contract, why do we accept captivity?"

### C.3 Panel Session

*McIntyre Hall, Room 203*

#### **Crossing Disciplinary Borders: Innovating to Educate**

CHAIR: Noralis Rodriguez-Coss, Doctoral Candidate, University of Washington

##### PANELISTS:

Sara Diaz, Assistant Professor, Gonzaga University

Manoucheka Celeste, Assistant Professor, University of Nevada, Las Vegas

Anita Tijerina Revilla, Associate Professor, University of Nevada, Las Vegas

Doris Watson, Professor, University of Nevada, Las Vegas

This panel brings together scholars from education, women and gender studies, theater, and communication for a cross-disciplinary discussion of classroom and institutional interventions. Often as the only or as one of a handful of scholars in our immediate spaces with pedagogical commitments to racial justice, we dare to innovate, center difference, and address some of the most pressing challenges of today. From reproductive justice to immigrant rights and higher educational leadership, we practice culturally responsive pedagogy in the classroom. Together we hope our testimonies and findings will offer insight into how we are working to reimagine pedagogy beyond the confines of our disciplines and disciplining, to map new critical consciousness in collaboration with our students, and to revolutionize our pedagogies.

#### **C.4 Panel Presentation**

*Murray Boardroom*

##### **Artists' Books as Agents of Social Change**

###### **PANELISTS:**

Jane Carlin, Director of the Collins Memorial Library, University of Puget Sound

Amy Ryken, Professor, M.A.T. Program, School of Education, University of Puget Sound

Laura Russell, Artist and Gallery Owner

MalPina Chan, Artist and Educator

From the moment Gutenberg's Bible was set to print, books have played a role in shaping society. The enduring legacy of the book as a powerful vehicle for social transformation is just as significant today as it was over five hundred years ago. This interactive session will focus on how unique artists' books can help generate dialog in the classroom about social and political struggles as well as offer opportunities for personal expression. The exhibit, *Book Power Redux*, which will be on display in the Collins Library during the Conference will be the starting point for this session. Attendees will gather to view the exhibit and then engage in an interactive session that will focus on ways to incorporate artists' books in the classroom to generate dialog about social struggles and identity, as well as how the book can be used as a vehicle for personal expression. The books on display have one theme in common - they challenge the viewer to confront the wide breadth of issues affecting contemporary society. War, gun violence, mental health, drug addiction, bullying, climate change, gender equality, racial equality, genocide, domestic violence, socio-economic disparity and privacy are issues showcased in this exhibit. These critical social and political struggles affect our global community. The artists' books provoke the viewer to engage these struggles as well as create opportunities for dialog whether in the gallery, in the classroom, or in the community.

#### **C.5 Panel Session**

*Wyatt Hall, Room 109*

##### **A Return to Equity in Access to Humanities/Liberal Studies Curricula: What Should be Next in Public and Private Institutions**

###### **PANELISTS:**

Cameron Contois, Doctoral Candidate, Northern Michigan University

Lisa Eckert, Associate Professor, Northern Michigan University

Tracy Haack, Doctoral Candidate, Northern Michigan University

Lesley Larkin, Associate Professor, Northern Michigan University

Matthew Weinkam, Doctoral Candidate, Northern Michigan University

This panel will center on the importance of equal access to the arts and humanities curricula for all students at all educational levels. Sarah Lawrence College, a Liberal Arts College, is the most expensive school in the US—over \$60,000 per year to attend. In 2013-14 academic year, 7 out of the top 10 most expensive and elite colleges and universities in the U.S. emphasized a Liberal Arts curriculum. The speakers on this panel will examine issues surrounding the equity of access to humanities and liberal arts curricula, ways in which profit driven, corporate interests conflict with creative, authentic humanities curricula. They will pose critical questions about the ultimate purpose of post-secondary education in an era of standardization and privatization, examining how corporate ideology, with a focus on STEM centered curriculum, is undermining the goals of the humanities and inhibiting, in an oppressive nature, the equity of access to liberal studies. When the purpose of education becomes exclusively focused on the future economic value of a student, a banking structure of teaching is created. With profit motives shifting the goals of higher education into shaping students into profit earners, an over-reliance of learning outcomes and rubrics is stressed over the humanities, denying the fostering of self-actualized students and instructors who will advocate for social justice and challenge oppressive societal power structures.

**Deficit Thinking and Governmentality in the Context of Deficit-driven Educational Accountability**

CHAIR: Becky M. Atkinson, Associate Professor in College of Education, University of Alabama

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This paper offers an analysis of teachers' practices related to standardized testing for accountability that highlights how government's presumption of the scientific authority assigned to test data draws on Valencia's concept of deficit thinking (2010) to support its legitimacy. At the root of such 'science', are racist ideologies supporting white supremacy through assumptions attributing genetic and moral deficiencies to people of color and the poor. In its social, political, cultural, and institutional operations, deficit thinking works as "a form of oppression—that is, the cruel and unjust use of authority and power to keep a group of people in their place" (2010, p. 9). In education specifically, deficit thinking provides support for the "structural dynamics" that lead to predictions of a student's "capacity to learn" or "educability" based on high stakes achievement test scores. As presented in this paper, these "predictions," are then used to support the educational practices that rank and categorize students, constrain educational opportunities, and most likely speed some students on their way on the school to prison pipeline (Erevelles, 2013). The analysis sheds light on the prevalence of deficit thinking in teachers' justifications for their participation in strategic instruction and management practices that intentionally or unintentionally play a part in limiting or foreclosing educational opportunities for students of color and the poor. Specifically, this study reveals the persistence and dominance of deficit thinking in teachers' justifications of their "data-based" decisions through which unjust and racist attitudes are legitimated and institutionalized

**Deficit Thinking and Racial, Ethnic, and Cultural Identity**

Lisa B. Gaskill, Ph.D. Student, Instructional Leadership: Social and Cultural Studies, University of Alabama

Richard Valencia's book, *Dismantling Contemporary Deficit Thinking: Educational Thought and Practice* articulates the brazenly toxic dysfunctions of our nation's educational caste system both in methodological thought and practice. The correlation between race and low SES reifies the dominant racial structures that continue to construct particular academic conditions and outcomes. Consequently, reasons offered for school failure foster contentious debates among scholars. Since the 1970s, the framework of "cultural difference" has been used to critique the 1960s deficit thinking models by asserting that deficits among individuals of particular color and low SES should be more accurately referred to as differences, thus explaining certain learning complications that may arise from the disconnect between home culture (e.g., culturally-based learning styles, native language) and school culture. Scholars have argued that this narrow and unsupported generalization has led to the unfavorable stereotyping of individuals. This paper examines ways in which deficit thinking theory affects diverse populations, particularly within the school setting. An historical perspective on the concepts and attitudes of poverty, race, and culture introduces the work of several well-known researchers and leaders in such fields as anthropology and education. The paper describes how power affects the disparate attitudes, policies, and practices within educational institutions, particularly among students of diverse backgrounds. It exposes the destructive effects that prejudiced and misguided judgments have on an individual's interpretation of self. Moreover, it examines the advantages of knowing the 'rules' of power, and the acknowledgement of its existence by individuals with and without power.

**Exploring Counter-Narratives and Their Effects on Embracing and Understanding Difference**

Elizabeth Murray, Ph.D. Student, Curriculum and Instruction with Concentration in Secondary English Language Arts, University of Alabama

This paper is the first part of a larger project that examines the potential for counter-narratives to encourage culturally responsive teaching and promote a critical consciousness among researchers, teachers, and teacher educators. The larger project is an investigation of resilience as a coping mechanism for individuals who experience oppressive conditions that result in double consciousness. While resilience strategies are acceptable reactive solutions to this oppression, I suggest that the work of education must include proactive efforts to minimize deficit thinking, and by extension the conditions of double consciousness. Through this paper I investigate my own growth as a graduate student seeking to incorporate the experiences of those around me into my own understanding. Positioning myself as an educated, white, middle class, female, I reflectively explore what I can do to effect change in the field of education. As a graduate student, I am transitioning in a holding zone, learning as much as I can before I reenter the real world in a position of authority and action. While I understand the necessity of my current self-focused state, it is difficult to read articles calling out for

change and feeling like the effects of your own actions do not reach very far. Focusing on my experience reading Minikel-Lacocque (2012), I offer implications for the counter narrative as an immediate response for other people who desire to improve their own sensitivity and understanding when they find themselves in "holding zones".

### **Big-Time U's (Universities) Undermine Black-Male Student Athletes**

Jolyon Greene, Doctoral Candidate, University of Alabama.

Murray Sperber's *Beer and Circus* describes universities that gain popularity for their sports programs as Big-time U's that focus more on the experience of student life rather than the quality of education being offered to students. The concepts of justice and difference are emphasized in the experiences of students of color by gaining exposure to the ways in which injustices—regarding race relations—occur within the institution in a manner that draws necessary questions of the progression of social equality since the era of the Civil Rights Movement. At The University of Alabama, there are social injustices that remain overlooked by administrators. Ironically, despite the exposure of the injustices, campus culture is argued to come together in support of the college football program, which is dominated by minorities. The most notable revenue-producing sport at the university—football—is represented in the public sphere by the physical abilities of minority students. The irony of social inequalities existing on campus while celebrating minority student athletes' success of winning football championships is an interesting ideal of engagement. However, this presentation seeks to engage in the concepts of care and colonization in relation to college athletics in order to highlight the ways in which athletic programs undermine black-male student athletes. While the issue of offering quality education at Big-time U's is problematic, I would argue that the pressure of the "beer and circus" culture at Big-Time U's is extremely undermining black-male student athletes through prioritizing sport performance and party life over academic achievement.

## **C.7 Panel Presentation**

*Thompson Hall, Room 391*

### **Teaching and Social Justice: What (Kind of) Knowledge Enables the Work?**

PANELISTS:

Jerry Lee Rosiek, Associate Professor of Education Studies at the University of Oregon

Spirit Brooks, Ph.D. Candidate, University of Oregon

Tristan Gleason, Ph.D. Candidate, University of Oregon

Leilani Sabzalian, Ph.D. Candidate, University of Oregon

Casey Tiemann, Ph.D. Candidate, University of Oregon

Daniel Ramirez, Ph.D. Candidate, University of Oregon

This panel features seven scholars whose work examine the intersection of teachers' practical work, the general work of schooling, and the operation of equity promoting organizations within schools. Their research looks at programs like AVID, Title 7 academic support programs for indigenous students, Portland Oregon's long standing outdoor school, and the University of Oregon's Bridge of the Gods summer College bridge program for indigenous students. These studies employ a wide range of theoretical resources to constructively conceptualize the relationship between teachers practical reasoning and issues of equity in schools including: postcolonial theory, indigenous studies and indigenous methodological theory, critical race theory, social portraiture methodologies, poststructuralist theories of performativity, Baradian agent ontologies, and revisionist pragmatism. The first half of the session will involve brief summaries of each of these scholars current research projects. The second half will involve each scholar presenting a foundational question about the relationship between knowledge and political praxis that vexes their work. Stories from their specific inquiry projects will be offered that illustrate the practical import of these foundational questions. Panelists will respond to one another's questions and audience participation in the dialogue will be encouraged.

## **C.8 Gallery Talk**

*Kittredge Gallery*

### **They Still Hold Us**

CHAIR: Elise Richman, Associate Professor, University of Puget Sound

PRESENTER: Marita Dingus, artist

Visual artist Marita Dingus gives new life to discarded materials, thereby commenting on historical and contemporary policies and practices that devalue human life. She will discuss her exhibit, *They Still Hold Us*, which refers to the invisible forces that contain and restrict people of color from prospering.

Note: A guided tour of the following exhibitions in the Collins Memorial Library will immediately follow Dingus' talk: The Brandywine Workshop Prints from Six Contemporary Artists, curated by Associate Professor of Art, Janet Marcavage, who will lead a discussion of the exhibit, Carletta Carrington Wilson's interactive installation "Chain Letter of Debtors," and "Book Power Redux," curated by Laura Russell and MalPina Chan.

## **C.9 Panel Presentation**

*Tahoma Room*

### **Presumed Incompetent and Beyond: Surviving Post Tenure Currencies and Liabilities**

PANELISTS:

Gabriella Gutiérrez y Muhs, Professor, Seattle University Arts and Sciences

Kari Lerum, Associate Professor, University of Washington Bothell

Carmen G. González, Professor of Law, Seattle University School of Law

Presumed Incompetent is a path-breaking account of the intersecting roles of race, gender, and class in the working lives of women faculty of color. Through personal narratives and qualitative empirical studies, more than 40 authors expose the daunting challenges faced by academic women of color as they navigate the often hostile terrain of higher education, including hiring, promotion, tenure, and relations with students, colleagues, and administrators. The narratives are filled with wit, wisdom, and concrete recommendations, and provide a window into the struggles of professional women in a racially stratified but increasingly multicultural America.

## **C.10 Panel Session**

*Thompson Hall, Room 175*

### **Diversity Pedagogies: Foundations, Directions and Challenges**

CHAIR: Susan Owen, Professor, University of Puget Sound

#### **What's Love Got to Do with It: Loving Praxis in Higher Education**

Amanda Smith Byron, Faculty Member of the Graduate Program in Conflict Resolution, Portland State University

Love is a term and a concept largely misunderstood in the contemporary world. In an era when we feel a great sense of entitlement to the experiences of comfort and ease, we mistake love as synonymous of both. This paper explores an understanding of love as something more robust than merely a greeting card sentiment, and more substantive than a sexualized or romanticized commodity. As illustrated in the theologian, Daniel Day Williams' quote, "Love does not resolve every conflict; it accepts conflict as the arena in which the work of love is to be done," this exploration will delve into the practical and mystical world of love, recognizing love as the heart of conflict resolution work and as the midwife of sustainable social change. Meeting injustice and conflict with love means finding the strength within ourselves and our communities to encourage engagement, foster connection, and bridge the differences that are inevitable in society. Deepening our understanding of the richness of these expanded notions of love can expand our perceptions of the complexities of conflict, and provide concrete tools to resolve and transform conflict, contributing to greater social change. Framed within the context of higher education, loving praxis as a revolutionary pedagogy to catalyze social change will be explained and demonstrated through counter narratives of experience.

#### **Practicing Contemplative Feminist Pedagogy: Embodied Approaches to Race and Transformation**

Amy Winans, Associate Professor, Susquehanna University

Despite significant demographic shifts in the U.S., many colleges and universities are still highly segregated institutions, a fact that increases the likelihood that students' work and home lives will remain racially segregated. As feminist scholars such as AnaLouise Keating, Leela Fernandes, and Sharon Doetsch-Kidder have argued, if we are to transform our outer worlds, places that continue to be marked by profound inequalities, we must attend mindfully to our inner worlds. Doing so has the potential to disrupt the individualistic, isolated cultures that reinforces structural inequalities and segregation. Teaching in rural, private college classrooms, I attend to students' embodied, emotioned experiences of difference, especially during highly charged discussions surrounding race. I argue that a contemplative feminist pedagogy can help us attend to emotion in transformational ways: exploring embodied experiences of knowledge and belief allows a shift from individualistic, segregated inner worlds to a critical engagement with interconnectedness and larger social structures. My work emerges at the intersection of contemplative studies, feminist theory, and critical race theory. It is historically grounded in Martin Luther King Jr.'s writing on the transformational power of agapaic love. It is grounded experientially in contemplative practice; in so doing it extends the work of more familiar feminist approaches by attending to the

interrelationship of spirit, body, and mind in ways that have too often been overlooked. Ultimately, I propose that grounding a feminist contemplative pedagogy in the work of critical race theory opens up revolutionary possibilities for teaching and learning.

### **Beyond Diversity: Racism as Rhetorics of the Less Than Human**

Robert Eddy, Associate Professor, Washington State University

This paper will explore the denial of a common shared humanity with disrespected groups in racism. A concrete sense of what is at stake in this paper is clear in these lines from Ali Alizadeh's "Your Terrorist" --

I understand what you want your filthy slave to be. I am  
your barbarian, your terrorist; your monster.

If racism is rhetoric of the less than human, then what is this process of dehumanization? The short answer is that it is seeing raced others as animals in the guise, only, of humans, so that we have no civilized responsibilities toward them. In keeping with the conference theme of revolutionary pedagogies, I will present resistance to dehumanization as engaging in that fullness of communication which makes us human, to do consciously rhetorical communication in college and beyond, each of us must define and challenge our own racialization. Even to try to approach a "color-blind perspective," we must see how racialization has constructed us, and how we have resisted, accepted, or tried to ignore the major features of that linguistic and rhetorical construction called racialization. If we do not engage in this resistance of dehumanization, we are refusing to interrupt the demeaning of racialized stereotypes in educational settings or the enslavement of people of color in the Prison Industry through the school pipeline. At the heart of this revolutionary pedagogy of resisting dehumanization by studying our racialization is a key assignment of a racial autobiography and its revisiting at the end of the semester.

### **The Politics of Categorization: The Possibility of Creating a 'Third Space' in the Classroom**

Christine Rezk, Doctoral Student, University of Cincinnati

Many literary critics label the work of Zadie Smith as being closer to what is commonly referred to as "non-Western authors" for conveniently thematic reasons. However, her position as a British-born writer should situate her at the core of British literary production. This problematic categorization reproduces itself in the classroom; many teachers, for example, use *White Teeth* as a representation of ethnic writing. In different colleges/schools across the United States, where students are expected to fulfill a non-Western course requirement, novels like Zadie Smith's *White Teeth*, Andrea Levy's *Small Island* or Monica Ali's *Brick Lane* usually appear on the syllabus. The problem with that categorization is that it reproduces binaries (Englishness vs Multiculturalism, Universalism vs Particularism, White vs ethnic, etc) that the novels themselves seek to deconstruct. For the purpose of this paper, I will focus on *White Teeth* in order to demonstrate that there is a space that exists between/ in place of the boundaries that the system of categorization creates. Smith's novel contributes to creating a cultural representation that challenges the mythical view of a homogenous British society. Therefore, her ideology should be reflected on the politics of material categorization in the classroom. I realize that under the current circumstances, teachers are forced to classify literary works under a set of pre-determined dichotomized categories. However, I propose that teachers should create a "third space" within their curriculum to reflect contested and fluid representation of identities in literary works.

## **C.11 Panel Session**

*Wyatt Hall, Room 101*

### **Intersecting and Re-imagining the Images, Texts and Contexts for Teaching Freedom Movements**

CHAIR: Doug Sackman, Professor, University of Puget Sound

#### **Alternative Approaches to Early U.S. History**

Angel Evans, Miami University Class of 2014

There is a standard method of teaching U.S. history -particularly early U.S. history- rarely challenged in middle schools, high schools, and universities of America. This method typically places the perspectives of Blacks, Latinos, Native Americans, and women of all backgrounds on the margins rather than the center of analysis, limits the United States and other countries as independent nation-states that dealt autonomously with each other, and idealizes certain people, things, and events (such as Harriet Beecher Stowe and Uncle Tom's Cabin) whose actual nature were complex. The lack of

alternative versions of U.S. history is a tragic impediment to the empowerment of students of color, female students, and all others who exist outside the white student prototype (Mazama 2003). It is also a reflection of how public education perpetuates American myths about the nation's fundamental role in the world (Mazama 2003). In this presentation I argue that to change the dominant narratives of U.S. history, a change in the dominant methods that have typically been used to construct history must first occur. I will demonstrate the importance of evaluating cultural difference, suggest that analyses of cultural codes of meaning should be more inclusive, and maintain that recognizing a humanized world can help students and teachers avoid both idealized generalizations and gross simplifications of early American, transatlantic history.

### **Soul Stirrin': A Musical Movement that Shook the Nation**

Ryan Del Rosario, Undergraduate Student, University of Puget Sound

The purpose of this presentation is to show the interplay between soul music and the political, economic, and social movements of the late 1950's to the early 1970's. By tracing soul music's roots in spirituals, blues, and gospel to its evolution into hip-hop we can listen as stories of the Civil Rights Movement unfold and how music shifted from tales of hardship to demands for better treatment. Upon examination of lyric, rhythm, and expression in conjunction with significant historical events, it is clear that soul music's influence was a crucial element in the progress made by the African-American community during that era.

### **Black St. Paul's "Cuba" Pageant of 1898: Performing Racial Uplift, Empire, and Double Consciousness**

Charlie Birge, Undergraduate Student, Macalester College

American Civil Rights History is under-appreciated, both as an exciting intellectual discipline, and as a tool to understand current social justice struggles. Our Civil Rights history is often told as a sequence of events that occurred in relative isolation, and these events are only somewhat placed in conversation with contemporary issues, such as the representation of race in the media or the mass incarceration of men of color. The "Cuba" website aims to illuminate a largely unknown event in US Civil Rights history that provides fresh, exciting perspective on how history works and how it can be used as a tool to understand the present, particularly in relation to racial justice in both a domestic and transnational context. "Cuba" was a historical pageant that occurred in St. Paul, Minnesota in 1898, and was organized and produced by the city's small but dynamic black community. The pageant was a dramatic, public performance of Cuba's victory in gaining independence from Spain during the Spanish American War, and its proceeds funded the American Law Enforcement League of Minnesota, a local civil rights activist organization. I conducted primary and secondary research on the pageant, and my work culminated with an interactive, multimedia website. "Cuba" places Cuban and American Blacks in conversation, showing how struggles against oppression cut across space and time and encouraging intersectional analysis. It also provides fresh perspective on contemporary racial issues.

### **Reawakening the Trickster: An Exploration and Encouragement of Native American Feminist Theatre of the Oppressed**

Hannah Fattor, Alumna, University of Puget Sound

Paulo Freire wrote about the importance of oppressed groups advocating for their own activism and working to enact social change in his book, *Pedagogy of the Oppressed*. An insider perspective into marginalized, oppressed groups is essential in Freire's philosophy of activist education. Augusto Boal's performance- and collaboration-based pedagogy, called theatre of the oppressed, answers this need for engagement within an underprivileged community and encourages those who are persecuted to educate both each other and those who have not suffered the same experiences. Participants engage with issues that their communities face and work together to propose ways to fix these problems. My presentation addresses how Boal's theatre of the oppressed is acted out in Native theatre in Canada and the United States. In particular, I look at Toronto's Native Earth Performing Arts and New York's Spiderwoman Theatre as spaces where Native voices express concerns, suggest solutions, and assert the presence of Native tradition in theatre today. Both theatre groups are working to support Native voices in performance, and I will explore how philosophies behind theatre of the oppressed emerge in these companies. Theatre of the oppressed, in addition to supporting marginalized voices, helps audience members recognize where change is needed. Applying Boal's philosophy to Native theatre companies reveals that such tactics bring attention to struggles that Native Americans face and combat ignorance or stereotypes about this culture.

## **Frictions in the Language of Change for Communities and Classrooms**

CHAIR: Robin Jacobson, Associate Professor, University of Puget Sound

### **The Art of Friction: Negotiating the Tensions of Community Engaged Learning**

Anita M. DeRouen, Director of Writing & Teaching and Assistant Professor, Millsaps College

Louwanda Evans, Assistant Professor Millsaps College

Stephanie Rolph, Director of Community Engaged Learning and Assistant Professor, Millsaps College

As we engage in critical pedagogies, we cannot help but experience the necessary frictions that arise when we connect theory and practice. These presentations will address these frictions through the experiences of faculty in a Community Engaged Learning program at a small private liberal arts college in Mississippi. We see these presentations as engaging with Theme Two: Institutional Readiness and Transformation; while our presentations will consider pedagogical issues, the overarching purpose of these presentations is to engage the student, faculty, and institutional development challenges inherent in growing and sustaining a robust, responsible, and responsive community engaged learning environment.

### **Hilltop Beware! Lessons from 60 years of Urban Renewal and Revitalization**

Linda Hurley Ishem, Assistant Professor, University of Washington Tacoma

This paper examines current demographic, social and economic conditions in Tacoma's Hilltop neighborhood, against those projected in the city's Hilltop Subarea Plan dated April 2014. Comprehensive plans for the Subarea range from mixed-use rezoning, to transportation oriented development (TOD) as light-rail expansion traverses the neighborhood. With many attractive "best practice" elements, the plan is a brilliant economic development blueprint on one hand. While on the other, the plan is dangerously reminiscent of numerous classic inner city urban renewal and revitalization efforts undertaken since the 1950s. These contradictory (brilliant vs dangerous) conceptualizations of neighborhood revitalization arise as municipalities attempted to reclaim and repurpose "underutilized" but prime inner-city real-estate; notwithstanding the presence of long established residential neighborhoods inhabited by predominantly low status and low income racial minority residents. What looks like progress, change and transformation to the urban growth elite; looks like displacement to neighborhood residents

## **C. 13 Presentation Session**

*Schneebeck Concert Hall*

### **Effective Alternative Programs: The Key to Redirecting Recidivism Rate for Minority Youth**

#### PRESENTERS:

John Clayton, Assistant Secretary, Juvenile Justice & Rehabilitation Administration

Bonnie Glenn, Director, Division of Community and Parole Programs, Juvenile Justice and Rehabilitation Administration

Louis Guiden Jr., founder Guiden U4Life

Maurice Ward, Executive Director, Come Clean (MCS, Ltd)

Panelists will highlight initiatives that combat Disproportionate Minority Contact and School to Prison Pipeline. The panel will incorporate and invite youth voices to demonstrate and address successful re-entry and aftercare services for youth transitioning back to the community.

## **C. 14 Interactive Session**

*Thompson Hall, Room 193*

### **Institutionalizing transformative differentiation practices: Teacher Educator and Teacher Interpretations**

#### PANELISTS:

Annela Teemant, Associate Professor, Second Language Education, IUPUI

Amy Wilson, French Language Teacher and Adjunct Instructor, IUPUI ESL Program.

Catherine Bhatena, Project Manager of a Federal Grant and Doctoral Candidate, IUPUI

This session highlights teacher educator response to a year-long professional development effort to articulate and enact a shared institutional vision of culturally responsive and transformative differentiation across a teacher education program. Using critical sociocultural perspectives, teacher educators considered the role of relationships, community context, curriculum, and pedagogy focused on transforming injustices, affirming student identities, and creating a culture of recognition in the K-12 classroom. The faculty conversations, reflections, and course redesign artifacts of this effort to institutionalize differentiation practices responsive to multicultural, multilingual, and learning diverse urban students are showcased to identify patterns of implementation and persistent areas of challenge.



**C. 15 Workshop Session***Trimble Forum***Poetry of Witness**

CHAIR: Allen Jones, Visiting Assistant Professor, University of Puget Sound

PRESENTERS: Necashaw Montgomery, Elijah H. Muied, Giovanni Perez, Lucas Smiraldo, 2014 Race &amp; Pedagogy National Conference Poets-in-residence

The workshop will focus on poets as social witnesses and invite participants to create their own version of this tactic.

**C. 16 Workshop Session***Jones Hall, Room 203***Teaching YOU & ME: Identity, Social Studies, and the Common Core in the New K12 Demographic**

CHAIR: Geoff Proehl, Professor, University of Puget Sound

PRESENTER: Antonio Davidson-Gómez, Educator and Musician

Analysts suggest that the 2014-15 will mark the first school year when whites will be the minority in U.S. public schools. How do identity and ethnicity figure into the way we frame the American story? How does this question take on added significance in a time of demographic change and new core standards? In addition to examining broader questions, this workshop will explore concrete resources for K12 educators, with a spotlight on PBS series including Latino Americans and Dr. Henry Louis Gates Jr.'s *The African Americans: Many Rivers to Cross*.

**C. 17 Interactive Session***Upper Marshall Hall***A Teacher's Guide to "The New Jim Crow" by Michelle Alexander**

CHAIR: Suzanne Holland, Professor, University of Puget Sound

June Cara Christian, Ph.D. and Adrienne van der Valk, M.S., Teaching Tolerance, Southern Poverty Law Center

This interactive session will orient participants to a new teacher's guide written to support teachers using Michelle Alexander's *"The New Jim Crow: Mass Incarceration in the Age of Colorblindness"* in their classrooms. The guide offers six structured lesson plans for high school instruction. Each lesson uses excerpts from Alexander's book and recommends additional texts educators can use to foster deeper connections and meaning for students. This session will specifically focus on the features of the lessons designed to help students: (a) understand structural racism historically, (b) learn about civil and human rights and (c) empower themselves to engage in potentially difficult situations. Participants will learn how to use the lessons as a template for teaching *"The New Jim Crow"* in classrooms and for encouraging students to extend their knowledge of the book's key themes into other areas of their lives. *"The New Jim Crow"* addresses a modern civil rights struggle through the lenses of history and structural and institutional racism. By supporting its use within schools—one of the very institutions under examination—and promoting student empowerment and activism, this session based on the teacher's guide engages all three sub-themes of the conference.

**C. 18 Panel Session***McIntyre Hall, Room 103***What Will It Take to Create Bold Leadership for Culturally Competent and Just Institutions?**

CHAIR: Carolyn Weisz, Professor, University of Puget Sound

**Interprofessional Collaborative Action Research: A Strategy for Cross-Professional, Cross-Disciplinary Pedagogy for Engaging Racial Diversity."**

Rosalie M Romano, Associate Professor, Secondary Education, Western Washington University and Andover Newton Theological School

Sharon G. Thornton, Professor of Pastoral Theology, Western Washington University and Andover Newton Theological School

In preparing professionals, e.g. teachers and pastoral care ministers, and human services practitioners to serve diverse communities, issues of race, economic disparity, and diversity cannot be adequately addressed through a traditional pedagogy and structure of university content course. Our project, funded by a grant from the Wabash Center for Teaching and Learning, explored a collaborative pedagogical approach to teach across disciplines and professions. Three professors

from different disciplines, different racial ethnic backgrounds, teaching in different schools addressing different professional formation, cooperated to create a multiple pronged course to address the needs of “children at risk” in urban Boston and rural Appalachia settings. This presentation examines how this Interprofessional Collaborative Action Research project offers insights on the development of a pedagogy of interprofessional practice during that term. Three professors from different disciplines, different racial ethnic backgrounds, teaching in different schools addressing different professional formation, cooperated to create a multiple pronged course to address the needs of “children at risk” in urban Boston and rural Appalachia settings. Face-to-face classroom time, on-line communication, immersion in local contexts provided a structure for engaging the work of the course, titled: “Communities of Struggle, Voices of Hope”. The results of this initial experiment confirmed the importance of keeping race, economics, geography and shared commitments to under-represented constituencies in the foreground of any pedagogical approach to teaching and learning that takes social reality seriously. It was also confirmed that it matters, who teaches what to whom; diversity in instruction impacts learning in the classroom.

### **Showing What We Tell: Leading in Cross-Racial Teams**

Darlene Flynn, Racial Justice & Equity Educator

Robin DiAngelo, Associate Professor, Westfield State University

Anti-racist education seeks to interrupt relations of racial inequality by educating people to identify, name, and challenge the norms, patterns, traditions, structures and institutions that keep racism and white supremacy in place. One norm and tradition of racism that anti-racist practice seeks to interrupt is unilateral white leadership. This paper is based on an interactive workshop in which participants explore a training approach that both models and deepens anti-racism work: facilitating in cross-racial teams. We offer a rationale for cross-racial facilitation and explore common challenges and how to work with them. These challenges include racial pitfalls for white facilitators and facilitators of color. Using an example from our work leading together cross-racially, we illustrate many of the dynamics that a cross-racial team must navigate. We discuss the pre and post work that is necessary for successful cross-racial leading from an anti-racist perspective and offer tools and techniques for working together as a team and with your group.

### **Leadership in Equity and Cultural Competence in Higher Education: Critical Questions and Effective Strategies**

Cris Clifford Cullinan, Ph.D., Co-chair, National Advisory Council for the National Conference on Race and Ethnicity in Higher Education (NCORE) and Founder, ALiVE: Actual Leadership in Vital Equity; Retired Faculty, University of Oregon

As institutions of higher education work to improve recruitment and retention of faculty, staff and students, each must examine how well they create environments where these new members of the campus community can both flourish in and contribute to a dynamic learning environment. This examination loops back not only to how we welcome our “new insiders,” but also to how we meaningfully include those already on our campuses. A principle obstacle to this examination is our practice of focusing, at best, on mere compliance with laws, or at worse, on maintenance of our current structures -- policies, procedures and practices. Although our rhetoric speaks to leadership, we do not seek to practice it. We view incidents of discrimination and harassment as “isolated” instances of problems and at best employ short term, immediate “fixes.” We do not look for the patterns formed by such incidents, nor do we seek to discover the structures we have built that keep these patterns in place. Those in the academy who continue to raise issues are marginalized and excluded from decision making forums. Spaces held open for discussion and debate by the few brave souls with sufficient position power to keep them open, collapse as soon as these leaders are gone. This presentation will examine these trends and discuss what leadership in equity, inclusion and cultural competence would look like, had we the courage to lead.

## **C. 19 Panel Presentation**

*Norton Clapp Theatre*

### **Learning to Name the Difficulties We Face: Talking Racism, Talking White Privilege**

CHAIR: Thelma Jackson, CEO Foresight Consultants, Former President Washington Alliance for Black School Educators

### **White Women: Internalized Sexism, White Privilege, and Education**

Ilsa Govan, co-founder of Cultures Connecting

Tilman Smith, Regional Coordinator/Coach Manager, Seattle Early Education Collaborative

White women make up over 80% of the teaching population in the United States. With teachers under attack more than ever, it is clear that gender politics is at play. At the same time, with recent statistics demonstrating that the Opportunity

Gap has actually grown for young men of color, it is critical that white women examine what we do as individuals and as a cultural collective to perpetuate stereotypes and white privilege. In this presentation, we will present a model to demonstrate how middle class white women fit into a power hierarchy. We will speak to the kind of dialogue that can contribute to facilitating white women in gaining insights into learned patterns of behavior, along with shaping strategies for better collaboration in work for social justice.

### **Walking the Talk: Curriculum that Generates Discussion of Racial Inequality and White Privilege**

Halley Wheelless, Curriculum Development Coordinator and Instructional Coach for Word Generation (WG)  
Alyse Krantz, Word Generation Curriculum Developer

The presentation focuses on the 8th grade civics units developed for the Word Generation program. The Word Generation-Enhanced curriculum (ref) is designed to engage students in topical issues relevant to their own lives while developing academic language, perspective taking, complex reasoning, and discussion skills. The presentation will highlight three social justice issues covered by these units: 1) When is a crime not a crime? 2) Where is the justice in our justice system? 3) How do we right the wrongs of the past? Each unit examines racial disparities by exploring interdisciplinary topics such as current events (accounts of the death of Trayvon Martin), social studies and economics data (incarceration rates for different ethnic groups), and personally meaningful historical constructs (white privilege and institutional racism). After introducing the curriculum and analyzing how its design promotes critical reading and analytic writing as well as engagement, I will present and discuss student work produced in response to these three topics. Data on implementation challenges and teacher feedback will also be examined. The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305F100026 to the Strategic Education Research Partnership as part of the Reading for Understanding Research Initiative. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

## **C. 20 Panel Presentation**

*Wyatt Hall, Room 313*

### **Breaking Through Reconfigured Hegemonies and Xenophobias in Public Education**

CHAIR: Devparna Roy, Visiting Assistant Professor, University of Puget Sound

#### **The 80% - White Women in Education: Fear, Deficit Thinking and Unending Catering to Their Safety**

Lynette Parker, Ph.D., Educator and Researcher Examining Literacy Practices in Urban Schools.

This paper explores how the structure of education as an institution caters to the comfort and safety of White female educators at the expense of Black male students and teachers of color. It opens a dialogue, albeit an uncomfortable one, about how White women educators' claims of feeling unsafe or offended by racial and cultural disagreements derails conversations about race and centers White women as victims through manipulation and use of WGT (white girl tears). The privileging of White women in education, though it follows a historical pattern of protecting White women's images evident mostly in lynching practices, undermines policy decisions, and curtails transformation of school institutions. With White women comprising a consistent 80% majority of the teaching force in schools, this paper calls into question how they are cast as the "saviors" of urban education in movies like *Freedom Writers*, and *Dangerous Minds*. I use critical discourse analysis and a critical race lens to examine how the language of "safety", "comfort", and "offense" mask expectations of racial (and in some case gender) privilege within education institutions.

#### **Xenophobia, Why Is It Appearing in Public Education?**

Karen Thompson, Executive Director for Temporary Emergency Service Inc.

Xenophobia is commonly defined as a fear or distrust of foreigners. Racism is akin to xenophobia but the two have different meanings. Racism is built on the idea of the individual believing that their race is superior to another race. Both worlds can be catastrophic to the "other", meaning that the effects are harmful to individuals. Herein, I will discuss the discourse of xenophobia and how it has infiltrated laws, policies, politics and attitudes. In presenting this evidence, I will use court cases brought forth by the Southern Poverty Law Center against two North Carolina public schools to examine why some teacher's methods of teaching are xenophobic. From the beginning of time, it has been prevalent in most every country in the world. In the United States, illegal immigrants at this point, mainly Latinos tend to be the focal point of xenophobia from others. In other countries it could be any person considered a foreigner to the person exhibiting hate. Researchers (Becerra, 2012; Ojeda & Flores, 2008) state that causes of xenophobia are jobs, economics, poverty, cultural

differences and language. The focus of this paper will address the ways that xenophobia damages Mexican students self-esteem and academic advancement.

### **Much More Than Role Models: Undoing The White Hegemony of The Teaching Corps (K-12)**

Cory Gann, Early Childhood Educator, co-chair of The Diversity and Equity Committee at Central Washington University  
Tricia Diamond, Adjunct Faculty, Central Washington University, Independent International Educational Consultant and doctoral candidate (Mills College)

The over-dominance of white teachers in public K-12 schools is well documented and visible to everyone. Nationally, the figure hovers around 85% white teachers, and it is much higher in some states. All the while student enrollment in most of the US's larger cities reflects the "minority is the majority" paradigm. This presentation examines the historical roots of the profession as a white privileged field, the lived experiences of teachers of color on mostly white faculties, theoretical frameworks that examine the perpetuation of disproportionality including the homogeneity of teacher preparation, and programs that doggedly pursue a disruption of passivity in the face of teaching inequity. Presenters will show how participants' experience and expertise can contribute to an elucidated tableau of the scope of the problem, its causes, the barriers and resistance to change, and, most importantly, the mis-education of children when teaching is so imbalanced.