

## D.0 Concurrent Sessions

2:30 pm – 3:45 PM

### D.1 Panel Presentation

*Wyatt Hall, Room 101*

#### **African-American Music in the College Music History Classroom**

##### PANELISTS:

Gwynne Kuhner Brown, Associate Professor, University of Puget Sound

Mark Burford, Associate Professor, Reed College

Susan Neimoyer, Assistant Professor, University of Utah

Andrew Friedman, Jennifer Kullby, and Aidan Meacham, University of Puget Sound 2014 Alums

For most of the 20th century, college music history courses covered the styles and works of a pantheon of great composers. It was widely taken for granted not only that masterpieces by the likes of Beethoven had universal value, but that the story of white male composers of classical music was what music history students needed to learn. Not until the 1980s was a broad attack against the narrowness and supposed objectivity of the status quo mounted from within the field, by Joseph Kerman, Susan McClary and other representatives of what came to be called “The New Musicology.” In the years since, the field of music history has been enriched by new approaches and perspectives, and by scholarship on music and musicians long seen as tangential to the historical narrative. It is no small irony that among the music systematically excluded from that narrative was that of African-Americans, given the worldwide dominance of the blues, jazz, and hip-hop over the course of the 20th century. For our panel, four students and three professors will offer perspectives on the challenges and opportunities that African-American music poses to the 21st-century college music history classroom. One professor and her former students will reflect on their experiences in a 2013 music history seminar at Puget Sound titled “African-American Music in the Concert Hall.” The other two professors will reflect on how they are adjusting their pedagogies in response to their students’ broad exposure to, and attitudes toward, African-American popular music.

### D.2 Panel Presentation

*Tahoma Room*

#### **Justice and Healthcare Education: Black Women and Breast Cancer**

##### PANELISTS:

Jacquelyn Bacon Ostrom, Executive Director, Carol Milgard Breast Center, Tacoma

Patricia Talton, Executive Director, Northwest Leadership Foundation

Kellie Richardson, Director of Proteen, Northwest Leadership Foundation

Annie Jones Barnes, Executive Vice President, Northwest Leadership Foundation

Primarily but not exclusively because of genetic factors, African American women are statistically more likely to develop breast cancer, more likely to develop it earlier, and more likely to develop aggressive forms of breast cancer. Historically and even now, many African American women do not have access to a fundamental civil right: healthcare. Also, because of racist abuses of medical science (including unethical, harmful experimentation) and the history of segregated healthcare in the U.S., African American women have had less access to routine procedures like breast-scans. The panelists will provide an overview of the current epidemiology and breast-cancer genetics, and then they will discuss different efforts locally (Pierce County) and nationally (Memphis and elsewhere) to help Black women realize the civil right of healthcare, to educate Black women and healthcare professionals (including White ones) about breast cancer and about different cultural attitudes toward health, medicine, and doctors. Specifically, they will discuss methods, challenges, goals, and achievements in particular educational programs they have offered in Pierce County and to which they have contributed in Memphis.

### D.3 Roundtable Discussion

*Upper Marshall Hall*

#### **Crossing the Lines: Navigating Migration and Detention Politics within and beyond Campus Borders**

##### PANELISTS:

Oriel Maria Siu, Assistant Professor, Founding Director of the Latino Studies Program, University of Puget Sound

John Lear, Professor, University of Puget Sound

Robin Jacobson, Associate Professor, University of Puget Sound

Monica DeHart, Associate Professor, Director of Latin American Studies, University of Puget Sound

This roundtable brings together an interdisciplinary array of scholars to explore migration, detention, and deportation politics in terms of the diverse pedagogical, disciplinary, and activist stances they call for, as well as the challenges they engender. In particular, the panel will contextualize current debates about immigration, detention and deportation through discussion of the policies that have shaped the contours of contemporary migration to the U.S., and responses to it. Furthermore, the participants on the roundtable will engage the specific politics and practices that we, as educators, encounter and deploy in our efforts to teach about the nature and stakes of immigration policy in the U.S. today. For example, what is the utility of the different disciplinary toolkits or analytical approaches that we bring to bear on the topic? How are contemporary migration politics changing the demographics and cultural climate within the classroom/university and what pedagogical approaches are required to effectively navigate these new dynamics? What is our responsibility as a campus to the community in which we are situated, and how might our curriculum cultivate cultural citizenship and collaboration beyond its borders? How might we apply “revolutionary pedagogies” in spaces beyond the campus, such as the detention centers themselves? In our discussion of these questions, we will draw upon our unique disciplinary specializations, scholarship, and teaching experience, as well as our work in the broader community in order to identify dilemmas and propose strategies for the road forward.

#### **D.4 Panel Session**

*Howarth Hall, Room 212-214*

##### **Between Principles and Practice: Tensions in Anti-Racist Education**

###### PANELISTS:

Heather Bruce, Professor, University of Montana

Robin DiAngelo, Associate Professor, Westfield State University

Gyda Swaney (Salish), Associate Professor, University of Montana

Amie Thurber, MSW, Doctoral Candidate, Vanderbilt University

How can educators working on predominantly white campuses transform white students’ resistance to the critical examination of racial dominance? Five scholar-activists from diverse social locations and academic disciplines will share the pedagogical approaches they use to operationalize ten core-tenets of anti-racist education. These tenants include the definition of racism as an institutionalized multi-layered, multi-leveled system that distributes unequal power and resources between white people and people of color (as socially identified), and disproportionately benefits whites. We recognize that the racial status quo is comfortable for most whites (and therefore, anything that maintains white comfort is suspect). Further, we understand resistance as a predictable reaction to antiracist education which must be explicitly and strategically addressed. Our objective is to both reinforce key best practices while affirming the wide range of ways these are accomplished given educators’ distinct positionality and intersections of identity and institutional status. Drawing on experience within K-12, higher education and community settings, this session provides a call to action for educators to critically engage white students’ resistance. We will close this session by inviting participants’ discussion of other possibilities for transforming resistance in the classroom.

#### **D.5 Interactive Presentation**

*McIntyre Hall, Room 107*

##### **Intergroup Dialogue as a Counter-Hegemonic Pedagogical Practice**

###### PRESENTERS:

Diane R. Swords, Assistant Professor, SUNY Onondaga Community College

Glenda Gross, Assistant Professor, Onondaga Community College

Janet Dodd, Assistant Professor, Northwest Arkansas Community College

Feminist theorists and educators have long been concerned with the politics of knowledge—how it is produced, taken up, and used in the context of institutions and everyday life. In classrooms and other settings, knowledge is actively and collectively created, negotiated, deconstructed, and transformed through interaction with others. Like knowledge and the knowledge-making process, one’s pedagogical strategies and practices are situated and political. Recognizing all learners as knowers with important experiences, knowledge, and dangerous blind spots, we explore what is possible when we situate ourselves and our teaching work politically, structurally, and personally. In this session, we blend this theoretical perspective with teaching strategies based on the intergroup dialogue (IGD) model that we've employed in various academic and community settings. Utilizing a dialogic process to embody the practice with those in attendance, we explore what can be gained through an emphasis on “achieving standpoint” through the processes of teaching and learning. Exercises to demonstrate the skills and processes we use in IGD will be shared. These call on our own identities and the identities of our students as resources for understanding how social location shapes what one knows, informs one's understanding of the world around them, and makes visible how one’s experiences are socially organized.

#### **D.6 Workshop Session**

*Trimble Forum*

##### **“I, Too, Am...”; Using New Media to Uncover our Deeper Stories**

CHAIR: Beth Balliro, Visual Artist and Assistant Professor, Massachusetts College of Art & Design

PRESENTERS:

Adriana Katzew, Visual Artist and Associate Professor, Massachusetts College of Art and Design.

Lyssa Palu-ay, Visual Artist and Associate Professor, The Massachusetts College of Art & Design

Recent campus and social media “I, Too, Am...” projects, such as “I, Too, Am Harvard” and “I Am Trayvon Martin” have galvanized conversations about race in the public discourse. This provocative use of text and image has long framed the practices of numerous Contemporary artists. The works of artists such as Shirin Neshat, Carrie Mae Weems and Glenn Ligon use text and imagery to provoke discussion of the ways that identity is perceived and lived. Their work generates a discourse of how racialized meaning is worn, interpreted, and lived by and upon bodies. In this spirit, this participatory workshop is designed to spark a reflective discourse on how we are “texted” by racialized frameworks. Through a generative new media process, participants will craft a digital text-image work that is meant to uncover deeper layers of their racialized experience. The session will conclude with a group screening of the works-in-progress and reflection. This workshop addresses the theme of “Revolutionary Pedagogy”, particularly “innovations in culturally responsive teaching”. The workshop structure is meant to model curricular possibilities of utilizing new media approaches to provoke racial dialogue and generate new perceptions and possibilities.

#### **D.7 Presentation Session**

*Murray Boardroom*

##### **Working towards Social Justice and Equity: Transforming the Culture of Higher Education**

PRESENTERS:

Dr. Zabedia Nazim, Professor of Teaching and Learning, Centennial College

Gabriel Bedard, Global Citizenship & Equity Portfolio Learning Advisor, Centennial College

Centennial College is considered one of the most diverse colleges in Canada. This diversity prompted the college to undertake the "Signature Learning Experience" (SLE), an initiative that would transform this institution's approach to higher education. The SLE requires students and faculty to critically reflect on their role as members of a global community. Understanding this role is crucial to viewing education as a process of "conscientization" and to seeing it as liberatory (Friere 1970, Shor & Friere 1987). This session will focus on Centennial College’s SLE initiative to embed principles of global citizenship, equity and social justice in its organization. Presenters will examine the relative success of the College’s initiative as a basis for offering other institutions a critical transformative model for organizational change. Specifically, this session will explain the three fundamental components of this organizational model: 1) Building a common language; 2) carving out institutional avenues and, 3) embedding equity, social justice and global citizenship principles in organizational practices, curriculum, processes and policies. Concrete examples of these components will be shared as well as the ways in which

critical race and anti-oppression theories have been used to frame this transformative model and support accompanying practices and processes. Lastly, this session will share the ongoing challenges of the institution and the capacity of this critical transformative model to deal with them. Namely, presenters will explore the challenge of preventing the organization from slipping back into liberal and neo-liberal discourse and practice around issues of equity, social justice and global citizenship.

## **D. 8 Presentation Session**

*Howarth Hall, Room 203*

### **What Stands in the Way of Student Engagement and Equity in Achievement?**

CHAIR: Terry Beck, Professor, University of Puget Sound

### **Race, Bias & Dissonance: Understanding How They Intersect With Inequity**

Greg Taylor, Community Connection Consulting

Behavior and actions are tied to our knowledge, beliefs and values. But what if decisions we make are not driven by what we know and believe consciously, but rather by hidden motivations driven by implicit biases that we are unaware of? How do we handle the dissonance felt when responding to information that conflicts with our attitudes, beliefs and values? Implicit bias and cognitive dissonance cause's decision makers to make critical errors in judgment that impact the lives of people of color adversely, while feeling certain about conclusions they've reached, their decisions impact and deny people of color equitable access to quality health-care, education, housing, employment and economic opportunity and equal justice within the criminal justice system. This presentation engages participants with conference theme #1 of Struggles over identity formation, Intersections between academic knowledge and social struggles and #2 Institutional responses to and structures of accountability for their histories of discrimination. I present past and present history illustrating how racial biases were constructed, cultivated and embedded throughout society interpersonally, institutionally and structurally. We'll explore the relationship that cognitive dissonance has with fostering mis-education and misinformation (struggles over identity formation) and perpetuation of racial stereotypes and inequity. I use an African American perspective as a model to increase knowledge, awareness, challenging participants to identify their own biases and dissonance as a starting point for transformational dialogue leading to racial healing, radical inclusion and equitable opportunities for all people within our society. "You can't heal that which you don't understand"(Dr. Joy DeGruy).

### **Shutting Down the School to Prison Pipeline**

Leah R. Kyaio, Teacher, Trainer and Human Resource Development Specialist

The concept within education of the disparities in discipline, achievement and opportunity are best captured in the euphemism - and reality - of the school to prison pipeline. This idea of a direct link between the lack of quality in an individual's education and the likelihood of that individual interfacing with the judicial system manifests most often for our students of marginalized populations; those of color, varied abilities, those of lower socioeconomic status, and those who use English as a second language. What's interesting is that we already have what we need to eliminate these inequalities. Join me as we begin to explore the research-based changes in paradigm, policy, and practice that would result in an equal, quality education for all students. This is more than just theory. It's about the strategies, skills, and tools - many that can be implemented tomorrow - that can lead to the community, school, and classroom transformation necessary in shutting down the pipeline.

### **Addressing Pedagogical Practice Across Content Areas for Equitable Student Engagement and Agency:**

Ellen Ebert, Science Director in the Teaching and Learning Department at Office of Superintendent of Public Instruction, State of Washington.

Liisa Moilanen Potts, English Language Arts Director in the Teaching and Learning Department at Office of Superintendent of Public Instruction, State of Washington.

In this presentation, The OSPI Teaching and Learning Department will focus on the role of pedagogical practice related to student identity in our various programs. Under-served populations of students frequently feel

disenfranchised from academic content areas for many reasons. We will examine the pedagogical relationships between the liberal arts and the practical arts; critical models of teaching at the intersections of mathematics, science and race; and culturally responsive instruction across the programs – areas of need and success stories.

#### **D.9 Panel Session**

*Thompson Hall, Room 193*

##### **Crucial Conversations: Structural Supports Used by Community Colleges to Improve Retention of Students of Color**

DISCUSSANT: Christopher Knaus, Ph.D., Professor, Education Program, University of Washington Tacoma  
PANELISTS:

Lucretia A. Berg, MSOT, OTR/L, University of Puget Sound

Kirsten Wilbur, MSOT, OTR/L, University of Puget Sound

Shema Hanebutte, M.S.Ed., Dean of Counseling, Advising, Access and Career Services, Tacoma Community College

Jeff Wagnitz, MA, Vice President for Academic Affairs, Highline Community College

Heather Lukashin, MBA, Director of International Student Services, South Puget Sound Community College

Sy Ear, M.Ed., Director of Career and Advising Services, Green River Community College.

This presentation will focus on the current inequities faced by many students of color in higher education and the supports needed to help students of color gain access to higher education and persist in obtaining their degree. The panel features four local community colleges' and their efforts to support retention of students of color. The use of Critical Race Theory {CRT} (Delgado and Stefancic, 2012) will be used as a lens through which to view the barriers and supports faced by students of color in their efforts toward degree completion in higher education today. The panel presentation will be followed by a discussion led by Christopher Knaus, director of the Educational Leadership Program at University of Washington-Tacoma.

#### **D.10 Presentation Session**

*Norton Clapp Theatre*

##### **Color Struck**

CHAIR: Bill Kupinse, Associate Professor, University of Puget Sound

PRESENTER:

Don Lacy, Writer, Actor, Comedian & Radio Talk Show Host

Color Struck has been performed on college campuses around the country since 2007. Color Struck uses comedy, drama, music, visuals, music and movement to examine institutionalized racism in America and the contributions of African Americans in American society. The historical information in Color Struck is based on the scholarly teachings of my professors at San Francisco State University. Some of those teachers include; Dr. Angela Davis, Dr. Wade Nobles, Dr. Raye Richardson, Dr. Richard King, Dr. Phillip McGee, and Dr. Francis Cress Welsing. Color Struck has been extremely successful in getting people of all races to open up publicly about their personal experiences with race, and racism. Color Struck can best be described as edutainment: very entertaining, and informative at the same time. Color Struck also traces the history of institutionalized racism and the phenomenon of White Male Supremacy. The historical basis for the examination of White Male Supremacy is the brilliant analysis in The Cress Theory of Color Confrontation by Dr. Francis Cress Welsing. From the ancient Memphite civilizations to President Barack Obama, Color Struck is a riveting journey of the African and his journey to modern America and surviving the "holocaust" of slavery.

Special thanks to Puget Sound Theatre Department: Kurt Walls, Director of Theatre Production and the technical team — Erin Broughan, Shelby Isham; Andrew Lutfala, Hank Reed, and Courtney Seyl

#### **D.11 Interactive Presentation**

*Wyatt Hall, Room 109*

##### **Textual Resistance and Digital Revolution: Teaching Slave Narratives in the Age of Electronic Surveillance**

PRESENTERS:

Renée Houston, Associate Professor, University of Puget Sound

Josefa Lago-Graña, Professor, University of Puget Sound

Students in HUM 320 Surveillance Society: Control, Resistance and the (Digital) Revolution, University of Puget Sound

Using the model of a team-taught, interdisciplinary course this panel will present a revolutionary pedagogy that seeks to build students' digital expertise that allows them to communicate with depth and richness in a 21st-century fashion to engage historical events and movements that took place in the United States in the 19th century. Students engage the slave narrative *Incidents on the Life of a Slave Girl* (1861) by Harriet Ann Jacobs, in an interactive and multidirectional format. In particular, they "read history" by engaging with 21st century eyes and its technology to map a new critical conscience. Using a digital timeline, students combine traditional methods of scholarly inquiry with digital tools of inquiry that leads them to engage in critical reflection. This unique visual and textual representation offers students a sense of discovery and self-empowerment. Faculty will open the session with a discussion of pedagogical goals, tools and methods. Students from the Fall 2014 course will demonstrate their multi-modal representation of the journeys of the slave narrative and invite the audience to engage with their digital projects in a hands-on fashion. The session will conclude with professors and former course students sharing how the journey unfolds later in the class as the reproduction of the slave narrative appears in the 21st century consumption of Suzanne Collins' *The Hunger Games*. This discussion will highlight the themes of institutional discourses, Foucault's panopticon, and individual agency and resistance to surveillance that encapsulates our contemporary experience.

#### **D.12 Workshop Session**

*Thompson Hall, Room 395*

##### **Book of the Bound: On the Language of History**

CHAIR: Siddharth Ramakrishnan, Assistant Professor, University of Puget Sound

PRESENTER:

Carletta Carrington Wilson, Artist

A slide presentation of works from the exhibit *Book of the Bound* exploring the "language of cloth" and its historical role and current legacies in the binding, redefining, containing, and claiming the body of the slave.

#### **D.13 Interactive Presentations**

*Schneebeck Concert Hall*

##### **Reclaiming and Keeping Critical Knowledge Alive: Teaching Civil Rights and Indigenous History, Now**

CHAIR: Susan Owen, Professor, University of Puget Sound

##### **"Since Time Immemorial: Tribal Sovereignty in Washington State"**

Laura Lynn, Ph.D. Education Consultant with the Puget Sound Educational Service District's (PSESD) Native American Education Program

For decades, textbooks have either gotten tribal history wrong or left it out altogether. Even if a teacher wanted to teach tribal history accurately, there were few or no resources. Until now! STI is a new, online curriculum developed through the OSPI Office of Native Education in collaboration with and endorsed by Tribes within Washington State. Discover how to access/use this FREE depository of current, reliable, authentic, and locally-based materials designed to support educators in teaching tribal history, culture and sovereignty. Participants will recognize the value of this resource and explore lesson plans and other tools available through the STI website.

##### **The March Continues: Five Essential Practices for Teaching the Civil Rights Movement**

Sara Wicht, Senior Manager of Teaching and Learning for Teaching Tolerance

Adrienne van der Valk, Managing Editor for Teaching Tolerance

This interactive presentation will explore five best practices and nine essential areas for teaching about the modern civil rights movement. The facilitators will present findings from Teaching Tolerance's report, "Teaching the Movement 2014: The State of Civil Rights Education in the United States." They will then share a new best

practices guide developed to help fill the void in quality civil rights instructional support materials: "The March Continues: Five Essential Practices for Teaching the Civil Rights Movement." Presenters will also share exemplar lessons and curriculum resources from districts around the country. Participants will work in small groups and use the guide to turn reductionist or ineffective civil rights standards into a plan for rich and rigorous instruction. The presentation will conclude with participants self-assessing their practice as civil rights educators. It is specifically designed to promote more nuanced teaching about the civil rights movement by honoring the diverse legacies of the movement and exposing the invisibilities perpetuated, in part, by inadequate social studies standards. The presentation also promotes a culturally responsive pedagogical approach that speaks authentically about race, links the movement to current events and encourages civic participation among students. In this way, the presentation engages two of the three sub-themes: Freedom and Civil Rights Struggles; Legacies and Invisibilities and Revolutionary Pedagogies.

#### **D. 14 Panel Session**

*Thompson Hall, Room 391*

#### **Still Living with Dreams Deferred: Structural Disparities in the Experiences of Students and Teachers**

CHAIR:

#### **Contesting Institutional Racism: Institutional Hypervisibility and Invisibility of Faculty of Color in Higher Education**

Ramin Farahmandpur, Associate Professor, Portland State University.

This paper documents and analyzes the experiences of faculty of color with institutional racism in predominantly white institutions of higher education. Recently, a substantial number of research studies have examined the experiences of faculty of color with cultural taxation, imposter syndrome, isolation and differential legitimacy. Using autoethnography as a self-reflexive approach to narrative inquiry, and critical race theory as the conceptual framework, the paper explores the experiences of faculty of color with microaggressions in higher education. In addition to critical race theory, the institutional hypervisibility and invisibility framework is applied to further examine the experiences of faculty of color in the academy. In the concluding section, the paper identifies ways in which faculty of color challenge and contest institutional racism by engaging in critical and radical forms of agency.

#### **“Just” a Teacher: K-12, Professors, Adjuncts and the Struggle to Serve Academically Underprepared Students**

Josephine Lomax, Technology Coordinator, University of Puget Sound

The students who need the most help to bridge gaps in learning as they move from high school into college are flanked by two different teaching groups: K-12 teachers who have their hands tied by increasingly top down policies that define curriculum content and construction, and adjunct professors who predominantly teach intro and remedial courses and who are newly unionizing in an attempt to get a living wage. Adjunct professors are often not well equipped by their working situation to provide the energy and time to bring struggling populations up to speed and set them up for success. By understanding the ways our hands are tied as instructors at every level of education, we can better advocate for ourselves and the students who will have everything to gain from an empowered teaching force. This presentation seeks to allow teacher to share realities they deal with in schools at every level and see how dealing with the problems in isolation of one another leads to a perceived invisibility to the problems at other levels. In this presentation I would also like to make the connection between structural successes for teaching staff and fostering success for students entering college.

#### **A Dream Deferred: The Positioning of African American Girls in Math and Science Education**

Adriane Sheffield, Doctoral Candidate, University of Alabama

Sandra Nichols, Ph.D.,

While research has independently explored African American achievement, gender-level achievement and the impact of socioeconomic status (SES) on math and science achievement, very little work has been done to explore

the intersection of these areas, particularly as it relates to African-American females. Typically, prior work that has focused on the intersection of gender, race and SES has focused on African-American males. As a result, females are frequently left out of the discussion. In order to effectively close the race/gender gap in science, technology, engineering and mathematics (STEM) fields, we must examine the factors related to African-American girls' positioning in STEM fields and how their current learning experiences impact their academic identity in STEM. Through a literature review, we will look at the struggles of African-American females to form an academic identity related to mathematics and science learning. Through the lenses of positionality theory and identities-in-practice, we will examine how teachers, counselors and other school faculty can support or hinder the development of identity and the positioning of African-American females as math and science learners. An attempt will be made to translate known evidence into practical steps for teachers, counselors and administrators to address the needs of African-American female students in math and science classrooms.

### **From Model Minority to “Angry Asian Man”: Social Media, Racism, and Counter-hegemonic Voices**

Tanya Grace Velasquez, M.A., University of Washington Tacoma

In various social media formats, Asian Americans have posted angry and creative reactions to cyber racism. This presentation will discuss the benefits of using social media discourse analysis to teach students about the modern societal impact of the model minority stereotype and Asian Americans who resist online. Methods and theories that support this interdisciplinary approach include racial identity development theory, racial formations, critical race theory, feminist perspectives, and culturally relevant pedagogy. As a result, students learn to deconstruct cultural productions that shape the sociopolitical meanings of Asian American identity while critically reflecting on their own experiences with the stereotype. The work discussed in this presentation is based on participatory action research principles to develop critical media literacy, foster counter-hegemonic stories, and promote social change that expands our knowledge, institutional support, and compassion for the divergent experiences of Asian Americans, particularly in college settings.

#### **D. 15 Panel Session**

*Thompson Hall, Room 175*

#### **What does it really mean to connect critical pedagogies with student subjectivity?**

CHAIR: Doug Cannon, Professor, University of Puget Sound

#### **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, Doctoral Candidate, University of Washington Seattle

Natasha Jones, Assistant Professor, University of New Mexico

The purpose of our presentation is two-fold: Our primary goal is to present 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.

#### **Talking with Children & Youth About Race**

Caprice D. Hollins, Psy.D., co-owner of Cultures Connecting, LLC

Why is it important to have conversations about race with children and youth? At what age should we begin talking with them and how do we effectively engage them in conversation. Research has shown that children are far from being colorblind. In fact, media and personal experience has taught most children how their own skin color is an advantage or disadvantage in our society. Because of this, it is important that adults actively engage children in race conversations and help them learn anti-bias messages to counter what they experience in the

world thereby minimizing internalization of inferiority or superiority based on one's race. This presentation will make visible pedagogical practices for engaging children/youth in conversations about race and ultimately help in developing children's cultural intelligence. Strategies to be explored include 1) Acting on teachable moments; 2) Creating counter-narratives and; 3) Analyzing books and media.

### **A Pedagogy to Address Adulthood and Habits of Domination**

Judith W. Kay, Professor of Ethics, University of Puget Sound

I propose a pedagogy for traditionally-aged college students to expose and dismantle habits that recycle domination. Adulthood is presented as an oppression that every person in the class has experienced and as the training ground for other oppressions. Adulthood is the systematic mistreatment of young people for the perceived benefit of adults. It is a universal oppression, albeit experienced differently by subgroups. The pedagogy involves four steps. Students are given opportunities to: (1) explore their own oppression as a member of a targeted group; (2) identify resulting habits of internalized adulthood; (3) explore how their habits of internalized oppression might support domination; and (4) record successes in acting outside their internalized oppression in the direction of solidarity. The goal in recalling adultist experiences is not to encourage students to feel like victims but rather to enable remembrance of their resistance to subjugation. These memories open up possibilities for resistance in the present. The pedagogy is intended to enable students to act against their internalized oppression toward cooperative pursuit of human liberation.

### **Youth Participatory Action Research (YPAR) as Pedagogy: Learning about Society and the Self**

Aja E. LaDuke, Assistant Professor of Teacher Education in the Lally School of Education, College of Saint Rose, Albany, New York

This presentation will feature powerful data from a year-long qualitative study of five Latina women during their participation in an elective Youth Participatory Action Research (YPAR) project designed to examine structural inequities in schools and society. Through an examination of schools (particularly their own) as institutions aligned to dominant norms (i.e. white, middle-class, English speaking, male), the Latina youth featured in this study discovered how their experiences in these spaces had influenced and confined their thinking about their present and future selves. After reading Latina scholarship on systematic educational inequities that informed the in-depth study of their school, the youth researchers took on the new identity of "Latina Scholar" by participating in professional conferences and publishing their work. From this presentation, participants will be able to see these examples of the youth researchers discovering ideological borders and actively breaking them down through scholarship. In addition, participants will be encouraged to consider YPAR as a methodology for teaching and teacher education.

#### **D.16 Panel Presentation**

*Jones Hall, Room 203*

#### **Teaching and Learning about Difference and Disparity: Complicating and Positioning Learner Identities and Expressive Behaviors**

CHAIR: John Woodward, Professor, University of Puget Sound

#### **Identifying Chinese Graduate Students' Learner Identity in Group Work in a U.S. University**

Junfu Gao, Master candidate, Department of Curriculum and Teaching, University of Kansas

Group work presentation (GW) is an effective teaching practice in many aspects. This practice was hailed in the last ten years, taken as the most important and successful teaching reform. Recently, the emerging predominance of group work assignments represents a major trend in education. Universities are increasingly using group based assessment tasks. Teachers refer group work as a form of assignment for various reasons. But little research has been done on group work in the context of Chinese graduate students in U.S. universities. This study uses case study to thoroughly investigate an often used but rarely researched classroom pedagogical practice – Group Work Presentation of Chinese graduate students in the context of a U.S. university. This study, conducted in 2013 at a mid-west large university, examines the perceptions of GW from Chinese graduate students, and unpacks the

process of how a group of Chinese graduate students design, implement and present their GW in the western classroom setting. Reviewing the whole cycle of how a GW is designed and implemented and perceptions from multiple sources helps to identify potential problems and provide implications for improving the quality of GW. Data were collected from two rounds of interviews. Data were analyzed by using content analysis. This study showed that, students employed discussion to generate ideas and seek peer comments. However, the study also describes the process of how a GW is designed and implemented in order to reveal the challenges, and the role issues in the process. Finally implications are provided.

### **"I Might Say the Wrong Thing": White Students' Incompetency Defense**

Jessica Birch, Ph.D. candidate in American Studies at Purdue University

Through teaching a course titled "Blackness in 'Postracial' America," I came to understand that the ways in which some of my white students reacted to discussions of race, while overtly attempting to grapple with course materials and concepts, were in actuality well-orchestrated, culturally-instilled defensive strategies. The goal of those strategies, executed almost instinctively, was to avoid talking about race in any way beyond either cultivating fetishism of the exotic or we're-all-the-same-underneath platitudinous reassurances. Despite these students' very real desires to talk about racialization processes in the United States, their training (literally, in most cases, as students explained that their parents taught them not to talk about race) barred them from acknowledging color in terms of racial construction. Students who could discuss their own "paleness," or the appeal of a fellow student's tan, or even "how pretty mixed-race people are," would become tongue-tied with compulsive worry about "saying the wrong thing" as soon as someone else introduced the topic of race as connected to structural inequality. My course discusses the pedagogical implications of this phenomenon, drawing upon Bonilla-Silva's work on the rhetoric of colorblindness to consider how the dominant ideology of neoliberalism helps to shape a discourse of white racial terror, concluding with several specific practices that may help students liberate themselves from that terror.

### **A Phenomenological Study of Hawaiian Students' Sense of Belonging at a Predominately White Institution**

Hal DeLaRosby, Director of Academic Advising at Pacific Lutheran University

Tyler Pau, Assistant Director of Residence Life, University of Puget Sound

The purpose of this phenomenological study is to understand the lived experiences of Asian American – Pacific Islander (AAPI) students from Hawai'i who attend college at a predominantly white mainland institution and how those experiences may differ from the research completed on sense of belonging of minority students, including any previous studies on Asian American – Pacific Islanders (AAPI). The research question is, "What are the experiences of Asian American – Pacific Islander (AAPI) students from Hawai'i who attend college at a predominantly white mainland institution?" A subtheme of the conference is "Institutional Readiness and Transformations." As the percentage of white people begin to decline in the United States, the changing demographic will change who is coming to college. Most Predominately White Institutions (PWIs) are ill prepared to help historically underrepresented students persist in higher education. In order to accommodate the changing racial landscape of higher education, universities must prepare to change and not expect their incoming students to merely adapt to the dominant culture. Instead of assuming what the needs are for these students, faculty and staff must seek to hear the voices of these new students and prepare curricular and co-curricular adjustments to help students persist in higher education. This study represents how listening to a successful persistent subset of a historically underrepresented student group can better prepare an institution to be better able to adjust to meet the needs of future students.

## **D. 17 Interactive Presentations**

*Howarth Hall, Room 201*

### **Making Responsive and Inclusive Pedagogies**

CHAIR: Margi Nowak, Professor, University of Puget Sound

### **Creating a Culture of Inclusion: Addressing Racial Microaggressions and Unconscious Bias**

Ilsa Govan, Co-founder of Cultures Connecting

We'll then use Hot Buttons, actual pins, to open the dialogue for more authentic conversations and relationships. Recognizing other people's Hot Buttons is a way to honor and deepen our understanding of their experiences. Recognizing our own Hot buttons is important so that when someone pushes them we can think strategically about how to respond. We'll look at ways to cultivate a welcoming school environment based on a deeper understanding of racism and privilege, rather than a presumption of colorblindness.

### **Using "Clickers" to Teach about Race**

David S. Goldstein, senior lecturer, University of Washington, Bothell

When used well, classroom response systems (or CRSs, also known as Student Response Systems, Individual Response Systems, or, informally, "clickers"), improve student learning outcomes in several ways: They elicit discussion contributions from otherwise reticent students and enhance collaboration, even in large lecture courses (Klein, 2009); they foster more honest responses to discussion prompts (Bruff, 2010); they increase students' engagement and satisfaction with the classroom environment (Fredericksen & Ames, 2009); and they provide an instantaneous method of formative assessment (Briggs & Keyek-Franssen, 2010). Clickers can be especially useful when teaching sensitive but crucial subjects such as race, ethnicity, and stereotyping by creating a safer environment for honest student input, which contributes to a potentially transformative learning experience for students. The presentation will draw from our collective wisdom to explore best practices for CRS use allowing participants to be able to think through at least a nascent plan for incorporating a CRS into a course.

### **Creating a Culturally Responsive Classroom**

Mercedes Naber-Fisher, adjunct sociology professor, Mercy College, Ohio

In order to close the achievement gap in education, it is imperative for educators to meet the needs of all their students. One easy way to assist in closing that gap is to create classrooms that are culturally responsive to the needs of the students. Too often, pedagogy that reflects the educator's needs and/or culture is implemented in the classroom, often leaving the students' needs unmet. Being culturally competent in the backgrounds from which students come from and implementing strategies that adhere to their culture, can bridge the achievement gap. This presentation will examine the principles of culturally responsive teaching. Additionally, the presenter, a veteran educator with 19 years of experience, will share new and innovative strategies that can be used to engage students in a manner that is culturally significant and meets the needs of all students. Participants will have time to explore and adapt the information presented to their own content area and share ideas.

## **D. 18 Panel Session**

*McIntyre Hall, Room 103*

### **Achieving Culturally Competent Classrooms and Campus Climates**

**CHAIR: Derek Buescher, Professor, University of Puget Sound**

### **Culturally Competent Communication through Conflict Mining, Mapping, and Norming**

Wil Johnson, educator and coach, Puyallup School District

Often educational institutions struggle to effectively communicate with their diverse audiences. Some factors which influence this struggle include the use of occupational jargon, language barriers, and education level. By proactively working to improve understanding of the demographics of a given community, institutions can construct a community outreach plan which incorporates the various platforms, media, and tone to foster the development of mutually beneficial relationships for all of its members. One strategy, rooted in conflict resolution is the concept of mining, mapping, and norming.

### **Creating Meaningful Intercultural Interactions on Campus**

Ruth Sessler Bernstein, D.M., Visiting Assistant Professor, Pacific Lutheran University

Universities striving for representational diversity often fail to create meaningful, pluralistic diversity. However, once on campus, students infrequently engage in positive meaningful interactions. Using multiple methodologies we examined members of a voluntary service organization that, using non-diversity-focused practices, fostered intercultural interactions. Findings determined that an organization's ability to nurture a sense of welcome and identification with mission may predict the skills and confidence for interacting with diverse members – a competency termed behavioral comfort (the felt ease, safety and self-efficacy of interacting appropriately with diverse others). Additional practices that promote social interaction also predict behavioral comfort when mediated by a sense of belonging. Further analyses examined whether students who experienced intercultural behavioral comfort in group settings achieve a higher level of cultural competence, desire to seek cultural learning opportunities, and transfer their comfort with diverse others to the general university environment. Surprisingly, results countered the anticipated relationships, indicating that cultural experiences, emotions, and learning of individuals at a developmental age and living in civil, multicultural environments are more complex than commonly assumed. Explanations point to issues of individuals' psychological discomfort, reassessment, and choice of interpersonal relationships. Findings indicate that educational institutions should strive to create more settings in which positive intercultural relationships occur in order for students to establish behavioral comfort with diverse others and develop cultural competence. We suggest that educational institutions move beyond civil engagement by fostering norms of cross-cultural leaning and experimentation. Findings have implications for institutions of higher learning that seek to foster diversity.

### **Socially Constructing Learning Space: Communication Pedagogy for Social Justice**

Juliane Mora, Lecturer, Indiana University

This paper examines elements of radical pedagogy from the communication discipline as they are enacted for the purpose of social justice. I provide an overview of the specific pedagogical strategies of communication educators for establishing an environment conducive to social justice work and provide examples of how they implement these strategies in specific courses. In addition, I identify specific components of their pedagogical approach that establish a shared framework for their classes when viewed across participants. (1) Social justice educators begin by establishing a solid foundation that is grounded in the belief that reality is socially constructed and that communication is the process through which that construction occurs. (2) They employ the language of what is to show how the status quo is problematic and stimulate students to develop a language of what could be. (3) They invoke a grammar of terminology specific to social justice issues and introduce students to it by way of the critical perspective. (4) They clearly link social justice to social action through participation in various spheres of social life. Finally, I explore how these specific tactics are applicable to other disciplines by explaining their communication components and how they can be taken up and implemented in other fields.

#### **D. 19 Panel Presentation**

*Wyatt Hall, Room 313*

#### **Activating Discourses of Culture and Family in Pursuit of Academic Excellence**

CHAIR: Tim Beyer, Associate Professor, University of Puget Sound

#### **What Are You: Teaching Cultural Identity and Art**

Beverly Naidus, Associate Professor, University of Washington, Tacoma

Cultural Identity and Art is an interdisciplinary studio art course that I have taught for the past decade at the University of Washington, Tacoma. This presentation is based on this teaching experience, along with my role as a co-steward of a unique, interdisciplinary, studio arts program that focuses on social and philosophical issues addressed by artists, while introducing students to the creative process, visual grammar and contemporary art practices. I use my experience as a socially engaged artist telling stories about identity, privilege, fear and celebration of difference through art to develop pedagogical exercises that give my diverse, non-traditional university students the opportunity to tell their stories about cultural heritage, internalized oppression, white privilege and systemic/structural racism. I engage Theater of the Oppressed games, meditation, journaling, discussion, brainstorming and other tools to give students a sense of safety so that they can share deep, sometimes traumatic and occasionally heartwarming or amusing experiences through their art. Students use satire, visual

metaphors and confessional narratives to convey their experiences in various mediums and share those projects with the group and the campus community. I also expose students to the works of contemporary and historical artists who work with these topics to provoke them to take more risks with content and form. Students offer each other encouragement and support, analyze readings about the topic and debate the power of art to make deep social change. Given that the majority of the students are working class, with many coming from military and multiracial backgrounds, discussing intersectionality is crucial to class content.

### **Using Cultural Priorities and Motivations to Bridge the Achievement Gap in Cross-Cultural Families**

Luther E. Stohs, DMin., Co-founder of the Cross Cultural Family Project

Sheryl Stohs, Ph.D., Co founder of the Cross Cultural Family Project

While the cross cultural family is becoming a prevalent representative of American family life, the identities of its members are constantly being challenged as people struggle to fit such families into outdated racial stereotypes many based on freedom and civil rights struggles of the past. As a result, these family members struggle with educational systems and institutions in achieving their own dreams for success. Re-examining past struggles for interracial dynamics, and their significant association with educational institutions, this session will explore new cultural priorities and motivations that are needed to close the achievement gap. The first presenter will engage the audience in exploring some of these interracial dynamics as they relate to historical events. The second presenter will introduce models for applying some of these dynamics to current challenges of the cross cultural family. These models will help to illuminate the struggles for identity formation, and for maintaining language and culture.