

LINCOLN HIGH
MECHA HOSTS

CA 2019
NATIONAL
ASSOCIATION
FOR
MULTICULTURAL
EDUCATION

KEYNOTE PRESENTERS



CONFERENCE
THEME:

"TEACHING IN
THE FACE OF
(IM)MIGRATION,
INCARCERATION,
AND BORDERS:
ETHNIC STUDIES
RESISTANCE"

2 FEB | SAN DIEGO

Register: <https://www.123signup.com/register?id=rfgky>



DR.
MELINA ABDULLAH
BLACK LIVES MATTER,
LOS ANGELES



MARIA FIGUEROA
PUENTE PROJECT,
MIRACOSTA COLLEGE

EDS DEPARTMENT OF
EDUCATION
STUDIES



SD
Education
ASSOCIATION
SAN DIEGO EDUCATION ASSOCIATION
SDEA / CTA / NEA

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CONFERENCE SCHEDULE

8:00am – 9:00am:	On-Site Registration
9:00am - 9:40am:	Opening Lincoln High School MEChA Welcome Richard Barrera, SDUSD Board Member Opening Ceremony
9:45am - 10:30am:	Maria Figueroa, Opening Keynote Speaker
10:45 am – 12:00pm:	Session 1 Workshops
12:00-1:15pm:	Community Lunch
1:30-2:45pm:	Session 2 Workshops
3:00-3:45pm:	Dr. Melina Abdullah, Closing Keynote Speaker
3:45-4:00pm:	Closing Remarks Closing Lincoln High School MEChA

OPENING | THEATRE



3:00PM – 4:00PM

Opening | Lincoln High School MEChA
Welcome | Richard Barrera, SDUSD Board Member
Maria Figueroa, Opening Keynote Speaker

SESSION 1 | WORKSHOPS



10:45AM – 12:00PM

PARTNERS AT LEARNING (PAL): SERVICE-LEARNING FOR RESISTANCE AND COMMUNITY ENGAGEMENT

WORKSHOP | ROOM 550

Luz Chung, Department of Education Studies, UC San Diego

This workshop will provide an overview of the PAL program at UC San Diego (UCSD). Rooted in social justice education and community engagement, PAL is the largest service-learning program at UCSD. P-12 teachers and UCSD undergraduates will share their work in building partnerships that challenge deficit narratives around minoritized youth.

TEACHING CURRENT EVENTS FOR CRITICAL UNDERSTANDING: APPLYING TENETS OF ETHNIC STUDIES PEDAGOGY TO DEVELOP STUDENT UNDERSTANDING, ANALYSIS, AND CRITIQUE OF CURRENT EVENTS

WORKSHOP | ROOM 551

Darlene Lee, Elexia Reyes McGovern- CSUDH; Aviva Alvarez- Zakson, Brenda Casanova, Eunice Ho, and Melina Melgoza- UCLA Teacher Education Program

“Events reported as “newsworthy” are sanitized, racist, sexist, and cis-heteronormalized, promoting the dehumanization and invisibilization of marginalized peoples. Ethnic Studies Pedagogy advances truth-telling and critical analysis by highlighting narratives in intentionally anti-racist, anti-essentializing ways. This workshop focuses on applications of Ethnic Studies Pedagogy to current events such as the migrant caravan/asylum seekers, the politics of water/water protectors, militarization of the border, and Black Lives Matter.

ETHNIC STUDIES PRAXIS IN SAN DIEGO: NARRATIVES OF REFLECTION AND ACTION

PANEL | ROOM 552

SDUSD Ethnic Studies Advisory Committee

Tricia Gallagher-Geurtsen, UCSD; Richard Barrera, Board Member, SDUSD; Wendy Ranck-Buhr, SDUSD; Kiki Ochoa, Unión del Barrio; Guillermo Gomez, Unión del Barrio; Danny Blas, San Diego School of Creative and Performing Arts; Zulema Torres, Riley Alternative School

A panel presentation of our collective work to promote Ethnic Studies K-12 in the San Diego Unified School District. Narratives begin with the Association of Raza Educator's campaign for and SDUSD's Board resolution, to the formation of the Ethnic Studies Advisory Committee and current work to grow ethnic studies offerings.

ADDRESSING THE EXPERIENCES OF MUSLIM AMERICAN STUDENTS IN K-12 EDUCATIONAL SYSTEM: A CALL FOR CRITICAL MULTI CULTURAL EDUCATION

WORKSHOP | ROOM 553

Dina Mahmood, Chapman University

Using Giroux's resistance theory as a framework, this paper synthesizes existing research on how Muslim American youth navigate the post 9/11 Islamophobic climate. Possible solutions for school practitioners to create a more inclusive school environment will be provided, including ways to incorporate a critical multicultural curriculum that responds to the needs of Muslim American youth in schools.

LEARNING TO BE A CULTURALLY AND LINGUISTICALLY SUSTAINING TEACHER: CONNECTING THEORY TO ACTION

PANEL | ROOM 554

Alison Dover, California State University Fullerton

Alison Fong Le, Elena McQueen, Jennifer Murphy, Minji Cara Yi, Credential & Master's in Culturally and Linguistically Sustaining Teaching

In this session, pre- and in-service teachers share strategies for resisting oppressive and dehumanizing educational practices through culturally and linguistically sustaining pedagogy. Participants will explore ways to engage students in theorizing about and responding to contemporary questions of equity and justice within and beyond science, language arts, and mathematics classrooms.

TAKE A WALK IN MY SHOES - DEALING WITH IMMIGRATION, RACISM, AND DEPORTATION

PANEL | ROOM 555

Bryan Bowens, Ashley Salazar, Jamiah Belk, Omar Gonzalez, Taralyn Duke, and Isabela Benitez, South Bakersfield High School - Kern High School District

Five high school students Black Student Union and Mexican American Rebel Club Association from South Bakersfield High School will open up and share about what their life is like as well as their shared life experiences. Each student will share how immigration, racism, and or deportation impacted their life.

THE CONDITIONS FOR FOSTERING RESISTANCE: STUDENT PERSPECTIVES ON WHAT WORKS TO FOSTER CRITICAL GROWTH

PANEL | ROOM 557

Michael Domínguez, Aileen Cerrillos, Grecia Montes, Panchito Martinez, Aracely Zeferino, Omar Sanchez, Christian Martinez, Chicana and Chicano Studies Department - San Diego State University

Enacting critical multicultural curriculum and pedagogies with fidelity – in ways that foster critical consciousness for marginalized youth – requires more than just new content. This presentation offers research perspectives sharing a “youths’ eye view” of what school conditions need our attention to teach for resistance in the face of continuing oppression

CREATING AN EDUCATIONAL PODCAST: ONE EDUCATOR'S ATTEMPT TO INSPIRE TRANSFORMATION

PANEL | ROOM 570

Aja LaDuke and Sarah Garza, Sonoma State University

This presentation will chronicle the creation and initial implementation stages of an educational podcast entitled "Counterstories in the Classroom: A New Take on Old History." The podcast is intended to help teachers gain confidence in teaching from multiple perspectives and providing a more balanced view of history – one in which colonized and marginalized people are not only recognized and honored for their resilience through struggle, but also for their often untold achievements and contributions. Inspiration for the podcast, including scholarly work and stories directly from the classroom, will be shared along with insights on the elements involved in creating each episode and linking them together as part of a series.

STORYTELLING TO PROMOTE EMPATHY AND ACCEPTANCE: THE IN|DIGNITY PROJECT

PANEL | THEATRE

Arianna Huhn, Annika Anderson, Andre Harrington, Jason Mann, CSU San Bernardino

In|Dignity is a storytelling project that documents the role of difference in shaping opportunities, identities, and perspectives among a sample of southern California residents. Now compiled into a free ebook, In|Dignity counters narratives that flatten and homogenize diverse experiences. We introduce In|Dignity and invite the audience's contributions towards crowdsourced curriculum.

COMMUNITY LUNCH



12PM – 1:15PM

SESSION 2 | WORKSHOPS



1:30PM – 2:45PM

PAPER SESSION | ROOM 550

CENTRALIZING THE MARGINS: ETHNIC STUDIES IN ELEMENTARY CLASSROOMS

Ruchi Agarwal-Rangnath, University of San Francisco

Our work in teacher education calls for us to confront the struggles for public education and sharpen our tools so that we can address issues of racial justice, white supremacy, equity, and justice in our schools. This paper presents the narratives of three elementary teachers, all first-generation college students of color, sharing their personal identities, as well as their hopes, struggles, and strategies for engaging in the work of Ethnic Studies teaching in elementary classrooms.

“SOMETIMES WE ARE FAKE” - TRUST & ETHNIC STUDIES FOR RACIAL MINORITIES

Ramon Stephens, UC San Diego

Student mindset helps us understand the extent to which Ethnic Studies course curriculum and teaching methodology has shaped students’ orientations, attitudes, and perspectives about their education. Ethnic Studies is examined in this study as a potential intervention to both cultivate and build/rebuild trust between racial minority students, teachers and academic institutions at large. As a result, the purpose of this study is to examine the relationship between Ethnic Studies curricula and teaching methodology and trust for racial minorities in the 9th grade.

HEGEMONIC WHITENESS AND TEACHER EDUCATION: AN REVIEW OF RECENT LITERATURE

Andrew Matschiner, UC San Diego

In a moment marked by increasing surveillance, disciplining, and rigid categorization, Cabrera (2018) takes aim at the force behind different, interconnected forms of violence: hegemonic whiteness. This proposal leverages hegemonic whiteness to make sense of recent research on preparing teachers for diverse classrooms shaped by systems of power and oppression.

INFUSING COUNTER-STORYTELLING IN YOUR CURRICULUM: LESSONS FROM YOUTH PROJECTS WORKSHOP | ROOM 551

Miguel Zavala, Chapman University

This workshop will provide an overview of counter-storytelling, which has been used as a resource for survival by Black, Chicanx, and other historically marginalized communities, and how counter-storytelling can be used in your English, Social Studies, Art, and Ethnic Studies courses. Explore the transformative potential in performing social biographies as students come to voice and challenge historical oppression. Curriculum will be analyzed and examples will be provided from my own teaching with urban and migrant working class Chicanx youth.

EL CLUB DE LITERATURA EN ESPAÑOL: CRITICAL HERITAGE LANGUAGE SUPPORT FOR LATINX YOUTH IN A CONTINUATION HIGH SCHOOL (WORKSHOP)

WORKSHOP | ROOM 552

Luz Chung, Cheryl Forbes, Department of Education Studies, University of California, San Diego

El club de literatura en español provides a space for heritage Spanish speaking Latinx students to engage in critical literacy. The club implements culturally sustaining practices to affirm students' bicultural/bilingual identities through the analysis of Spanish language literature from the border and from various regions of Latin America.

ENGAGING STUDENTS IN (COUNTER)STORYTELLING AS HEALING, RESISTANCE, AND LIBERATION

PANEL | ROOM 553

Darlene Lee, UCLA Teacher Education Program; Andrew Gutierrez, III (CSULA); Liliana Mendoza, Magdalena Ceja, Annette Serfozo (LAUSD); Steve Valenzuela (YouthBuild, LATTC)

As urban youth of color are exposed to increasingly hostile and negative depictions/descriptions of People of Color, Ethnic Studies must counter the violence directed at minoritized groups by providing opportunities for youth to know the strengths, resilience, and triumphs of themselves, their communities and ancestors, and those who reflect their identities in modern society. This presentation focuses on strategies, practices, and assignments that engage students of color in storytelling as acts of healing, resistance, and liberation.

POSTER SESSION | ROOM 554

MEXICAN IMMIGRANT MOTHERING AS A SOCIAL PRACTICE

Ruby Osoria, University of California, San Diego

This study utilized testimonial as a methodology to capture the experiences of 11 Mexican immigrant mothers as they raise their K-12 grade children in the United States and transmit funds of knowledge as a response to racist nativist attitudes.

NATIVE AMERICAN EXPERIENCES IN ENGLISH LANGUAGE LEARNING

Holly Neyer, Pepperdine University

Native American communities have historically encountered linguistic oppression due to rigid English-only educational policies that were enforced through multiple forms of abuse and isolation. Through interviews with Native American elders, this poster highlights the experiences of a marginalized group of language learners and their perspectives on creating an inclusive environment in the TESOL field of today.

PAPER SESSION | ROOM 557

ENACTING CITIZENSHIP THROUGH TRANSFORMATIVE RESISTANCE

Daniel Noriega, Chapman University

This research provides insight into the modes of resistance that marginalized students engage in during their career in higher education as academics/activists. Looking at the collegiate speech and debate activity, we analyze the challenges that face undocumented students, their engagement in oppositional behavior and how resistance is enacted.

ALL CHILDREN ARE SACRED: TRANSFORMATIONAL LEARNING WORKSHOPS

Ricardo Medina, University of San Diego

If individuals are able to interrogate and clarify their ideological framework, can this lead to transformed interactions with minoritized students? Engage with current research that works to deconstruct and transform specific hurtful ideologies consisting of assimilation, meritocracy, deficit thinking, and punitive ideology through teacher professional development and community-based workshops.

MESTIZO VOICES: RESISTANCE AND SELF-DETERMINATION IN THE AGE OF TRANS-GLOBAL CAPITALISM

Victor Vega, Chapman University

The paper focuses on the methodology used to understand the patterns and significance in the stories of elementary-aged Latinx students' experiences with schooling at a critical, historical moment when public education in the United States is under attack by a populist discourse that targets immigrants, especially people immigrating from the Global South. It gives an account of the narrative methodology designed to explore of the lived experiences of Mexican elementary aged students and their families with elementary school during the polarizing years of the Trump administration, and since Betsy DeVos was appointed United States Secretary of Education.

THREE MODELS OF COUNTER-NARRATIVE EDUCATION COMBATting INJUSTICES AGAINST MIGRANTS, INCARCERATION, AND BORDERS

WORKSHOP | ROOM 570

Guadalupe Cardona, Desiree Gaytan, Erick Carbajal, Carolyn Torres, Ndindi Kitonga
Association of Raza Educators, Los Angeles

Members of the Association of Raza Educators (ARE) will lead a workshop that aims to inform on three models implemented in the Los Angeles area that combat injustices committed against migrants, incarceration, and border socio-psychological warfare. The organizers of Colegio del Pueblo (Parent Ethnic Studies), Escuelita Aztlan (Community Saturday School open to all ages from infant to abuelita) and the Los Angeles Project School (cooperative private school), will share models used to coordinate these educational efforts while ensuring that they meet the goals and objectives of ARE: 1.

To promote critical pedagogy; 2. Struggle for democratic education, where the parents and community have the same rights as teachers, counselors, and administrators in the education of their children; 3. Promote community activism among teachers; 4. Nurture student activism; 5. Struggle to reclaim spaces in schools for progressive education and to develop politically active teachers. An interactive workshop facilitating the process of participants having space to give birth to their own Ethnic Studies Resistance educational model for their community.

WAKING DREAM: TEACHING NEW NARRATIVES ABOUT IMMIGRATION THROUGH STORYTELLING FILM SCREENING & PANEL | THEATRE

Theo Rigby, Founder, iNation Media

Diego Sepulveda, Dream Resource Center (DRC) Director at the UCLA Labor Center, OR Kent Wong, Director, UCLA Labor Center - Ana Raquel Minian, Assistant Professor of History and of Comparative Studies in Race and Ethnicity - An organizer from a Southern California based immigrant rights or direct service organization (such as Black Alliance for Just Immigration, Center for Humane Immigrant Rights of Los Angeles, United We Dream) - A DACAdmented educator from Teach for America's current Corps or Alumni - Moderator: Leslie Berestein Rojas, Immigration and Emerging Communities Reporter, KPCC (Southern California Public Radio)

Waking Dream is a web series revealing the reality of undocumented young people in the U.S. This screening and panel addresses storytelling as a tool to reshape narratives about Dreamers/DACA and resources for integrating historical context and media literacy into classrooms for an inclusive approach to learning about immigrant experiences.

CLOSING | THEATRE

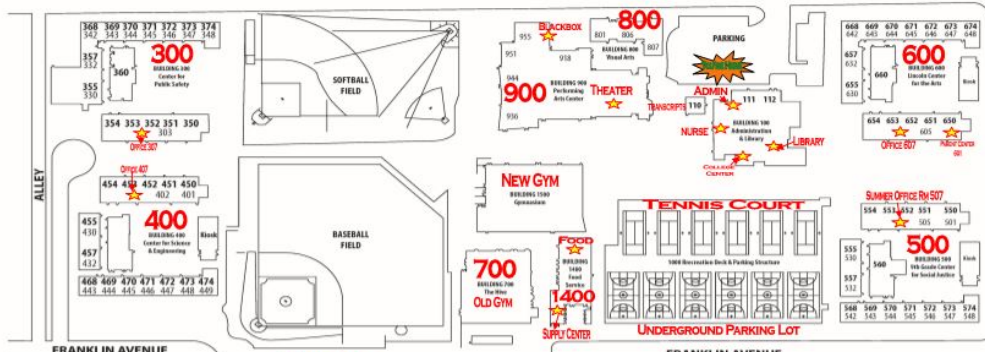


3:00PM – 4:00PM

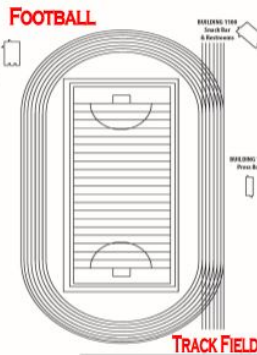
Dr. Melina Abdullah, Closing Keynote Speaker
Closing | Lincoln High School MEChA

Lincoln High School Campus Map

IMPERIAL AVENUE



LINCOLN HIGH SCHOOL
4777 Imperial Ave
San Diego, CA 92113
(619) 266-6500



LEGEND

- 100 Administration / Library
- 300 Center for Public Safety
- 400 Center for Science & Engineering
- 500 Center for Social Justice
- 600 Center for the Arts
- 700 The Hive (Original Gymnasium)
- 800 Visual Arts
- 900 Performing Arts Center
- 1000 Recreation Deck & Parking Structure
- 1100 Home Snack Bar / Restrooms
- 1200 Press Box
- 1200 Visitors Snack Bar / Restrooms
- 1400 Food Service
- 1500 Gymnasium

NOTES:

Bold numbers are second floor classroom designations.

- 307 Admin Office
- 407 Admin Office
- 944 Band Room
- 956 Black Box
- 955 Dance Room
- 127 Finance Office
- 136 Health Wellness Center (Nurse)
- Neut 601 Lincoln Garden
- 130 Main Office
- 900 New Gym
- 1411 Office Supplies Center (down stair)
- 700 Old Gym
- 601 Parent Center
- 128 Principal Conference Room
- 626 School Police
- 507 Summer School Office
- 900 Theater
- 146 Transcript Center (Registrar)



WILLIE JAMES JONES AVE.