

# The Struggle for Multicultural Education

## Sharing, Examining, and Reflecting on Our Practices

Humboldt State University  
University Center: Kate Buchanan Room  
Friday, Jan. 8 - Saturday, Jan. 9, 2016



### CONFERENCE SCHEDULE

#### FRIDAY JANUARY 8, 2016

5:30pm Registration  
6:00pm Wiyot Welcoming by Ted Hernandez  
Welcome by CA-NAME  
6:30 – 7:30pm Opening Keynote: Christine Sleeter



Christine Sleeter

#### SATURDAY JANUARY 9, 2016

8:00am Registration/ Breakfast  
8:30am Wiyot Welcoming by Ted Hernandez  
Welcome by CA-NAME  
9:00 – 9:50am Opening Keynote: Tia Oros Peters  
10:05 – 11:00am Workshop I  
11:05 – 12:00pm Workshop II  
12:00 – 1:00pm Lunch  
1:05 – 2:00pm Workshop III  
2:05 – 3:00pm Workshop IV  
3:05 – 4:35pm Closing Keynote: Margarita Berta-Avila  
4:45 – 6:30pm Film Screening & Dialogue: Tested by Curtis Chin



Tia Oro Peters



Margarita Berta-Avila

### CONFERENCE PROGRAM

#### WORKSHOP SESSION I (10:05am - 11:00am)

**Indigenous Literature – Dehumanizing or Humanizing?** HGH 117  
Marlette Grant Jackson, Humboldt State University

In this interactive workshop we will learn about various books, which have inaccurate and problematic portrayals of Indigenous people. We will also look at books, which have accurate portrayals. After this workshop you will have a list of literature books, which you should have in the classroom and others that should be looked at in critical eyes because they continue to dehumanize indigenize people.

**New Beauty, Old Designs** HGH 106  
Stephanie Silvia, Klamath-Trinity Joint USD & North Coast Arts Integration Project  
Lyn Scott, Humboldt State University & North Coast Arts Integration Project

This is the title given by middle school students in the Hoopa Valley to their work blending traditional and contemporary art from their experiences as youth in a rural community home to the Hoopa, Yurok, and Karuk nations. This presentation involves conference participants in common core lessons that integrate the arts to engage students in everyday learning which validates their heritage and youth experiences where art is not in isolation (VAPA standards, Gr. 7) and art makes a social comment (VAPA, Gr. 8).

**Self-Navigation: Matlachtlí iuan Yei Xinachtli”** HGH 217  
Andrés Mendoza

Matlachtlí iuan Yei Xinachtli is a curriculum rooted deeply in cultural awareness and the advancement of new connections. The title literally means 13 seeds. Representing the 13 steps to this program, the first nine of which take place in the classroom, and the last four being optional. The purpose of Matlachtlí iuan yei is to provide a basis, a foundation that will help young people or anyone navigate their life in a purposeful way. Our goal with this curriculum is to promote self-directed leadership and a sense of understanding on how to maintain a full and healthy life. We do this by acknowledging the four aspects that make us human beings and by urging the participants to correlate their decisions, not only to the greater whole but also to themselves personally.

**How to Read and Use the New CA-ELD Standards Part I** HGH 105  
Karen Cadiero-Kaplan, CSU San Diego

In this workshops presenter will explain how teachers can use the standards as a way to enhance their pedagogy.

**Home Grow'in: A "Pipeline" Initiative for Latin@ Bilingual Secondary Bilingual Teachers** HGH 226  
Jose Cintrón & Margarita Berta-Avila, Sacramento State University

This session describes the three-year old National Latino/Education Research Policy Project (NLERAP) "Grow Your Own" initiative at Sacramento State University. Presenters will detail project efforts to prepare Latin@ bilingual pre-service secondary candidates with a theoretical, philosophical, and pedagogical focus grounded in PAR social justice pedagogy in Title I schools.

**Transforming Lives through Nepantlá** HGH 204  
Dr. Lilia Chavez, Director of Student Activities & Campus Life and  
Rosa S. Perez, M.S. Faculty/Counselor at Merritt College

The workshop utilizes transformative curriculum to guide students through Nepantlá to transform their lives and empower communities to bring change from their perspective. This curriculum includes dialogue engagement, cultural tool bags, pictures and self-reflection that capture student testimonios. These methods are utilized to tap into the various learning styles. The Cultural tool bags workshop is an interactive and engaging process that leads students to self-exploration. The presenters will employ cultural tool bags to illuminate how students can transcend "the burdens they carry from the past" to create empowerment and hope. Within the process students will come to understand 1) how students carry invisible excuses that limit them from overcoming life challenges; 2) diverse ways students use to handle difficult challenges in their lives; and 3) how students are empowered by understanding and coming to terms with "el choque" a [cultural collision] experienced through their lifetimes. Through this process faculty and students start to recognize their strengths, gifts and talents along with utilizing their own experiences to empower themselves to change their internal paradigm from "I Can't to I CAN". It is the beginning of self-care and healing.

**Conversations About Teaching** NHE 106  
Bill Ayers

This session will include conversations with Bill Ayers on what it means to teach in today's troubling times.



#### WORKSHOP SESSION II (11:05am - 12:00pm)

**How to integrate Indigenous Knowledge into the Elementary Curriculum** HGH 117  
Margo Robbins and Billie Sanderson, Trinity School District

In this workshop presenters will share cultural curriculum aligned to Common Core Content Standards that was created by local Native American educators for grades K-6.

**A Theoretical Framework for Understanding an Indigenous African Social Context for Teaching Biology** HGH 106  
Antoinette S. Linton, California State University Fullerton

This workshop will look at the importance of creating rituals, routines, and social interactions that allow students to master themselves, develop ways of knowing that are aligned with their cultural beings, and taking on the role of Teacher as Elder to facilitate student ontological development. Learning biology becomes more than just understanding a particular science; it becomes a way for students to know themselves.

**How to Read and Use the New CA-ELD Standards Part II** HGH 105  
Karen Cadiero-Kaplan, CSU San Diego

In this workshops presenter will explain how teachers can use the standards as a way to enhance their pedagogy.

**Teaching the Teacher: Pasifika ELL students as 'Generative Participants' in an Aotearoa/New Zealand Secondary School** HGH 204  
Mary E. Libby, Teaching for Equity

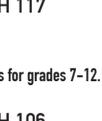
By drawing on a multi-year autoethnographically oriented practitioner inquiry and by exploring learning relationships between me (an experienced teacher leader practicing in an unfamiliar cross-cultural context) and 'Pasifika ELL students', this paper highlights the importance of valuing students as generative participants in school based practice and policy.

**In Lak Ech: The Xican@ Paradigm - Towards an Indigenous Epistemology** HGH 226  
Jose Maldonado, Guadalupe Carrasco, Johnavalos, Elias Serna, Tolteks Cuahtin, XITO-Califas

This is a panel of educators and activists who are utilizing Xican@ indigenous epistemology as their foundation for engaging in the decolonization process in schools. This panel will discuss their efforts to create an alternative school space while engaging the audience with the pedagogical process that is woven throughout their teaching and community organizing practices.

**Conversations About Teaching the Taboo** NHE 106  
Bill Ayers

This session will include conversations with Bill Ayers on how to include the taboo in your curriculum.



#### WORKSHOP SESSION III (1:05pm - 2:00pm)

**How to Integrate Indigenous Knowledge into the Secondary Curriculum** HGH 117  
Margo Robbins and Billie Sanderson, Trinity School District

In this workshop presenters will share cultural curriculum aligned to Common Core Content Standards that was created by local Native American educators for grades 7-12.

**Infusing Counter-Storytelling in Your Curriculum: Lessons from Youth Projects** HGH 106  
Miguel Zavala, Chapman University, CA-NAME

This workshop will provide an overview of counter-storytelling, which has been used as a resource for survival by Black, Chicana, 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 Chicana youth.

**At SANAD we are Family: Young Sudanese Finding Their Way in a Racialized, Christian-Centered World** HGH 105  
Marisol Rexach, PhD, Santa Ana Unified School District / Chapman University

In most cases the Sudanese immigrant experience demonstrates a struggle with poverty, educational attainment, and language acquisition. However, much of these data have been the result of the Sudanese refugee experience. The research related to the Sudanese refugee experience demonstrates a strong pressure to abandon the heritage culture and adopt the host culture (Luster et al., 2009' Capps et al., 2012). This presentation moves beyond the refugee experience and provides an understanding of the Sudanese immigrant families whose children are raised in households that practice homeland cultural traditions while also navigating a racialized reality.

**Organizing Marginalized Communities Through Heritage Programs** HGH 217  
Jenice Ramirez & Daniela Amórtégui, ISLA (Immersion for Spanish Language Acquisition)

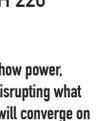
Stepping away from the hegemonic structure of standardization, the ISLA Spanish literacy program aims to empower our community by strengthening cultural agency and pride through student centered learning. At ISLA we take on the moral responsibility to create a structure that is a culturally inclusive space for our community.

**Microaggression in the Classroom: Detect and Eliminate** HGH 204  
Marisol Ruiz, Education, Kaitlyn Hernandez, Hector Alvarez, Greg Rodriguez, Nathaniel McGuigan, Humboldt State University

Microaggressions are subtle unintentional racial aggressions people of color experience sometimes on a daily bases. Many times the people committing the act of microaggression do not realize it. In this workshop we hope to unveil microaggressions so we are better able detect them. Students will share their testimonials to exemplify how microaggressions are displayed in the classroom. Many times students have attempted to address the microaggression but fail to achieve a positive outcome. In this workshop we will give people the tools to positively address the microaggressions they face.

**Teaching Tarantino's Django Unchained and Hollywood's Slave Narratives: Problems and Possibilities** HGH 226  
Ramona Bell and Christina Accomando, Humboldt State University

This presentation critically analyzes the problems and possibilities of teaching Hollywood's slave narratives. Various high school students around the nation viewed Django Unchained and 12 Years a Slave as a required assignment. Some teachers were negatively criticized while being praised for the ways in which they used these films. Educators who use film to teach about slavery in the United States should be aware of how these narratives portray the historical lived realities of African Americans in the United States. What frameworks do educators use in presenting these films to classes? What are the benefits? What's problematic? I explore these questions and offer possible pedagogical strategies in teaching Hollywood's slave narratives.



#### WORKSHOP SESSION IV (2:05pm - 3:00pm)

**Indigenizing the Science Curriculum K-12** HGH 117  
Shannon Morago, Humboldt State University

In this workshop elementary and secondary teachers will learn how integrate native science into their curriculum and classroom.

**"The Danger of a Single Story" Writing, Reflecting, and Understanding** HGH 226  
Nikola Hobbel, Humboldt State University

In this interactive workshop, participants learn a creative pedagogical approach that dismantles injustice in classrooms and communities. We will explore how power, oppression and privilege figure in the stories we tell, the stories that shape our identities and actions. Participants will learn a concrete strategy aimed at disrupting what Nigerian author Chimamanda Adichie calls the "single stories" about people who are different from us. Through an interactive writing activity, participants will converge on "Counterstorytelling." This workshop is intended for teachers of youth and educational leaders to develop skill in identifying and responding to the narrow stories told about racial and cultural others.

**Towards Translanguaging: Classroom Strategies to Support Student Voices in a Multilingual World** HGH 105  
Tricia Gallagher-Geurtsen, San Diego Regional Network, CA-NAME

In this session K-12 teachers will be introduced to classroom strategies that honor the cultural hybridity of multilingual youth in their classroom. Through examples of languaging, participants will understand how thinking about language learning as translanguaging can make their classroom pedagogy more democratic, creative, interactive, and socially relevant to their students. Participants will receive a handout of curricular strategies and resources.

**Freirean Cultural Circles and the Promotion of Direct Democracy** HGH 106  
Timothy Bolin, Chapman University

Exploring the theoretical and historical foundations of Freirean Cultural Circles in order to draw practices and frameworks that may help promote democracy in the classroom as well as in society. The Freire/Marx humanist theoretical connection is discussed in relation to promoting direct democracy with references to historical examples of cultural circles.

**Reflecting On Our Experiences As Ethnic Studies Educators** HGH 217  
Jose Paolo Magcalas, Chapman University

The purpose of this roundtable discussion is to share, examine, and reflect on best practices in Ethnic Studies pedagogy. A brief overview on the successes and challenges of teaching Ethnic Studies in Orange County will be presented. All educators are encouraged to bring their wealth of knowledge into the conversation.

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**Dialogue with Xicana/o Youth Organizers** NHE 106  
MEChA de Humboldt State

MEChA students meet here to share organizing strategies at our different campuses.



#### FILM SCREENING & DIALOGUE (4:45pm - 6:30pm)

**TESTED** Film: Tested  
Director: Curtis Chin



MEETING ROOM LOCATIONS:  
Registration: University Center Building, 2nd Floor (Kate Buchanan Room)  
Welcome & Keynotes, University Center Building, 2nd Floor (Kate Buchanan Room)  
Film Screening: University Center Building, 2nd Floor (Kate Buchanan Room)  
Workshops: Harry Griffith Hall (HGH) & Nelson Hall East (NHE)  
Humboldt State University Campus Map: <https://www.humboldt.edu/sites/default/files/campusmap.pdf>

SPONSORING ORGANIZATIONS



ONLINE REGISTRATION:  
[www.CaliforniaNAME.org](http://www.CaliforniaNAME.org)  
University Affiliates, \$50  
K-12 Teachers and Community, \$25  
Students, \$15  
Parents & Families, No Fee

Registration includes program and lunch.

Artwork by Ernesto Yerena

