

People's Pedagogy: Defining, Defending, and Developing Ethnic Studies

SATURDAY, MARCH 24th

8:00am – 9:00am: On-Site Registration

9:00am - 9:40am: Welcome

Opening Ceremony

9:45am - 10:30am: Keynote Speaker George Lipsitz

10:45am – 12:00pm: Session I: Workshops / Presentations

Panel: Stories of a Freirean school, Intellectuals, and Ethnic Minorities in China: An Historical and Critical Perspective

Yan Wang; Suzanne SooHoo; Xiao-Wen Gao; Yan-Gang Deng; Sa Ren Gao Wa

We explore what is happening in several Chinese public school settings in terms of co-creating a school-based curriculum, which bring university scholars, schoolteachers, (minority) community, and primary school children together. Through story telling, we are unfolding a new picture of the Chinese educational system from an insider's view.

Workshop: Humanizing Mathematics Pedagogy: Creating Culturally Responsive and Inclusive Mathematics Curriculum

Cathery Yeh and Carolee Koehn Hurtado

In this workshop, we will draw on the importance of students' mathematical, cultural, linguistic, and experiential knowledge as the center of mathematics instruction. Participants will gain resources on how to implement culturally responsive pedagogies and Universal Design for Learning in mathematics instruction.

Paper Presentation: "When Things Fall Apart": Teaching Ethnic Studies in the Public University and Decolonial Praxis

Crystal Mun-hye Baik

In this essay, I tackle a deceptively simple question: what does it mean to center ethnic studies praxis and pedagogy within public university spaces in the 21st century? I attend to this question by drawing upon my experiences as a junior faculty educator at a public university and critical readings of women-of-color/decolonial texts.

Panel: An Evolving Sense of Creating A Pre-Service Ethnic Studies Teacher Preparation Program

Lorena Guillen, Emma Hipolito, Darlene Lee, Annette Serfozo

Panelist will present learning from the experiences of UCLA's first graduating cohort of Ethnic Studies teachers. Our preliminary research findings are helping us to define the work of preparing

teachers to teach ES in urban schools in Los Angeles, as well as capturing the developing/evolving sense of an ES teacher identity.

Workshop: Freire Meets Digital Personae: Integrating Students' Lives on Social Media As Critical and Dialogic Pedagogy

David Dominguez

Students may be silent in class but they are engaged in robust conversations via cellphones and social media. They dominate digital communication platforms while we control the normative architecture of teaching and learning. Looking to Freire, we will mesh these alternative pedagogies to better prepare the next generation of activists.

Workshop: Community Learning Theory and Facilitation Strategies for Meaningful Interaction in Adult Groups

Peggy Morrison

Community Learning Theory is a conceptual framework and way of interacting that nurtures respectful and equitable relationships among diverse individuals to build settings where community is felt, knowledge can be co-constructed, and collective action can begin. In this workshop, I will share six key facilitation strategies and a meeting template for building community with student, parent, educator and community groups. We will explore how facilitators can structure and strategize for inclusion and democratic voice.

Workshop: "Beyond the Narrative/Counternarrative Binary: Teaching Ethnic Studies as Imagining and Writing for our Liberation"

Darlene Lee and Ayuri Terada

While K-12 Ethnic Studies courses have become more prominent, ES teachers also integrate Ethnic Studies throughout other core content by applying concepts such as culturally relevant/sustaining pedagogy and decolonizing curriculum. This workshop shares an approach to using counternarratives that moves beyond representation of People of Color and other marginalized groups, toward cultivating critical hope through a process of reimagining.

Workshop: Counterstories of Apoyo: Migrant Farmworkers and Educational Engagement

Pedro Nava, Emily Ramos, Argelia Lara

Through a composite character counterstory, this paper re-imagines how migrant farmworker families are actively engaged in the schooling process of their children. We offer critical insight for ethnic studies researchers & practitioners in understanding the impact of the agricultural political economy on the engagement practices and possibilities of this population.

12:00am – 1:15pm:

Community Lunch

1:30pm – 2:45pm:

Session II: Workshops / Presentations

Workshop: Culturally Authentic Literature-- Building Connections and Fostering Empathy

Amalia Medina-Glover

Literature is an essential tool used in all primary classrooms. Specifically, culturally authentic literature reflects student realities and values personal experience. Its benefits are found in students' motivation, academic performance, school connectedness, level of empathy, and self-reflection. When encouraged to share and learn about cultures together, classroom community will be transformed!

Workshop: South Asian American History, Activism, and Ethnic Studies

Simmy Makhijani, Gautam Premnath, Ruchi Rangnath

We will model a guided activity for teaching histories of South Asian American activism. In small groups participants will discuss primary source images and assemble them into a timeline. This will provide an occasion for collective discussion of continuities, conflicts, lost horizons, and cross-cultural solidarities in South Asian American history.

Workshop: The Taboo Dominant Narrative: Religion

Sara-Jean Lipmen

This workshop will add to the dialogue of dominant narrative by including religion/religious identity. Looking at specific examples, we will examine the assumptions of prior student knowledge and participation, to create a process of reflection and acknowledgement of religion as a factor and an added complexity of identity and society.

Workshop: Youth-led community research for change

Chela Delgado

For the past three years, I have led the seniors in my economics class in a community research project in Oakland. We created research questions and surveys we administered to 500+ people. With the survey results, students analyzed data to create findings, and then represented the findings in action products.

Workshop: Dismantling the Hidden Curriculum

Carley Waterbury

My research examines critical pedagogy and ethnic studies as a means to dismantle the hidden curriculum. My research aims to demonstrate how by teaching ethnic studies using critical pedagogy in every subject area the hidden curriculum can be rewritten to create an inclusive and empowering curriculum overall.

Workshop: Ethnic Studies: Unlearning Racism in Teacher Education

Ramon Vasquez

The purpose of this paper is twofold: (a) to use a counter-narrative approach to show how Ethnic Studies content and pedagogies can disrupt racist ideologies in teacher education programs (TEP's); and (b) to produce new knowledge about the risks faced by TEP faculty of color who use Ethnic Studies approaches while teaching in a predominantly White institution (PWI).

Panel: Reclaiming Humanity: A Pedagogy of Disruption and Healing for Teacher Education and Educational Leadership

G.T. Reyes; Clifford Lee

This panel discusses an ethnic studies and humanizing approach to consciousness raising and radical healing within an urban public university and a suburban private college. This panel draws on the research and practices of two college faculty to facilitate ideological clarity and the healing necessary from experiences with systemic oppression.

Book Talk: A People's Pedagogy for Learning from the Lives of Others

Jabari Mahiri

This presentation brings perspectives and stories from people's lives into dialogue with literature and scholarship to re-think and re-frame ethno-racial identities beyond the essentialized categories ascribed by white supremacy. Based on data from 20 ethnographic interviews, this presentation reveals how each color-coded category is inaccurate and inappropriate for reflecting the rich array of micro-cultural positionalities, practices, choices, and perspectives that constitute people's authentic identities beyond the color-coded categories perpetuated by white supremacy.

3:00pm –3:45pm: Keynote Speaker Patrick Camangian

3:45-4:00pm: Closing Remarks

SUNDAY, MARCH 25th

8:00am – 9:00am: On-Site Registration

9:00am - 9:15am: Welcome

Opening Ceremony

9:20am – 10:00am: Keynote Speaker Alma Flor Ada

10:15am – 11:00am: Collective Reflection on Race

11:15am - 12:30pm: Session I: Presentations

Poster: Sociological Perspectives for Ethnic Studies

Charlene Holkenbrink-Monk

Sociological frameworks need to be considered in the discussion of multicultural education. I argue that sociological foundations are imperative in teacher education programs to recognizing the institutional and structural issues that often prevent the introduction of ethnic studies in K-12 schools.

Workshop: Critical Literacies for Social Consciousness in the Ethnic Studies Classroom

Miguel Zavala

This workshop is based on my experience teaching critical literacy in the context of action-research with youth. How can critical literacies for social consciousness take shape within ethnic studies and critical multicultural projects? And how can critical literacy teaching benefit from decolonizing and identity-development strategies? The workshop is dialogical but also provides hands-on ways for infusing teaching unit with critical literacy practices.

Panel: Community and University Partnerships: Promoting Democratic Epistemologies Through the Co-Creation of Knowledge

Timothy Bolin; Kevin James Stockbridge; Patricia Rocio Huerta-Meza; Suzanne SooHoo

The development of the forthcoming book, Let's Chat: Cultivating Community University Dialogue- A Coffee Table Textbook on Partnerships. The book is entirely co-written and is situated in a larger context of maintaining democratic epistemology, or addressing the troubling hierarchy of values between communities and universities.

Workshop: Oral History as a Crucial Practice for Communities and Cultures

Erin Vong

Oral history is an often overlooked resource, but it is a crucial practice for communities and cultures to preserve their stories. In the classroom, oral history and the interview process provide not only the academic skills of literacy, critical thinking, and communication, but also the exploration of empathy.

Panel: The Intersections of Critical Filipino/a Studies and Ethnic Studies

Michael Viola, Amanda Solomon Amorao, and Valerie Francisco

In this panel, presenters dialogue with one another and the wider audience about the formation of their Filipino/a American identities and its connection to the political project for Ethnic Studies. Participants will center the Filipino/a American experience in reflecting upon teaching, social movements, and the possibilities for radical social change.

Workshop: Ethnic Studies and Homeschooling

Vishe Redmond

In this presentation, I will look at the impact of ethnic studies as a pedagogical practice in the homeschooling of African American students as a form of racial protectionism.

Paper Presentation: Counterstories of Apoyo: Migrant Farmworkers and Educational Engagement

Pedro Nava, Emily Ramos, Argelia Lara

Through a composite character counterstory, this paper re-imagines how migrant farmworker families are actively engaged in the schooling process of their children. We offer critical insight for ethnic studies researchers & practitioners in understanding the impact of the agricultural political economy on the engagement practices and possibilities of this population.

Workshop: The Importance of Getting to Know You: Parents and Teachers Two-Way Mathematics Dialogue

Kathleen Stoehr

Opportunities that allow parents and teachers to get to know each other can result in better communication that can have a positive impact on students' mathematics learning and inclusion. Workshop participants will experience how a two-way dialogue can bridge home and school mathematics.

12:45am – 2:00pm:

Lunch

2:15pm - 3:30pm: Session II: Moving forward as a Collective

3:45pm - 4:15pm: Panel Presentation

4:30pm: Closing Remarks