

# ORGANIZING COLLECTIVE

Anat Herzog, Suzi SooHoo, Cathery Yeh, Anaida Colón-Muñiz, Richard Romero, Miguel Zavala, Laura Burns, Stacy Nagai, Nick Henning and LEAD 429 students: Farrah Su, Samantha Barnes, Carley Waterbury, Annabell Liao, and Shannon Estrin

## SPONSORING ORGANIZATIONS



Donna Ford Attallah Educator Development Academy



CHAPMAN UNIVERSITY

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# EDUCATION & ETHNIC STUDIES SUMMIT

SATURDAY, APRIL 1 -  
SUNDAY, APRIL 2, 2017

CHAPMAN UNIVERSITY



## Activist Women of Color

ENVISIONING ETHNIC STUDIES

NURTURING ETHNIC STUDIES IN CLASSROOMS AND COMMUNITIES



# SATURDAY, APRIL 1ST: ENVISIONING ETHNIC STUDIES

## ON SITE REGISTRATION

8:00am - 9:00am  
Beckman Hall

## WELCOME

Margaret Grogan,  
Dean, College of Educational Studies

9:00am - 9:30am  
Memorial Hall

## SPOKEN WORD

Irene Sanchez, Matt Sedillo

## KEYNOTE SPEAKER

***Allyson Tintiangco-Cubales,***  
***San Francisco State***

9:30am - 10:30am  
Memorial Hall



Introduction by Samantha Barnes

## AWARDS/RECOGNITIONS

CES / PFDP Organizational Award:  
Pinoy Educational Partnerships (PEP)  
Presented by Peter McLaren

10:30am - 11:00am  
Memorial Hall

Recognitions:  
NACOPRW-SoCal, National Conference of Puerto Rican Women  
Santa Ana Unified Ethnic Studies Task Force  
Araceli Chavez, Anaheim Union High School District  
Adela G. López, Ethnic Studies Professor Emerita and Chair,  
Los Amigos Education Committee

## SESSION 1: WORKSHOPS/PANELS

11:15am - 12:30pm

### ***Panel: Local Activist Latinas***

Adela G. López, Caro Jauregui  
Beckman Hall 214

Local Latina activists Adela López and Caro Jauregui share their stories and engage participants in a dialogue on the challenges, victories, and strategies for social movements today.

### ***Workshop: Poetry/Spoken Word Performance***

Irene Sanchez, Matt Sedillo  
Beckman Hall 107

Poets, writers, and public intellectuals will guide participants in the experience of poetry/spoken word.

### ***Panel: Queer Trans People of Color (QTPOC)***

Kyler Asato, Nayobi Maldonado-Ochoa, Juan Bustillo  
Argyros Forum 206C

Queer Trans People of Color (QTPOC) activists share stories and engage in dialogue on solidarity work and movement building.

### ***Panel: Women With Disabilities***

Keilani Saphn, Carley Waterbury, Samantha Barnes, Sarai Urzua  
Argyros Forum 205

Women with disabilities speak out! Learn and listen to their stories, struggles, and solidarity work.

### ***Panel: Con Safos: Reflections of Life in the Barrio***

Jimmy Velarde, Rudy Salinas, Arturo Flores  
Beckman Hall 103

Con Safos was the first Chicano literary, social-political journal showcasing the popular history of the barrio as an essential experience. Con Safos became a platform for expression of this once invisible minority. Many artist, writers, educators and politicians contributed to liberating themselves from injustices. This exhibit is a retrospect of 50 years of the Chicano struggle.

**Panel: Black Male Allies**

Justice Crudup, Tommie Russell, Shannon Estrin, Quaylan Allen  
Argyros Forum 202

Black men share their stories on solidarity work and allyship, and what this means for institutional and grassroots movements.

**Research Projects: Diversity and Women's Movement Building**

Beckman Hall 213  
Monica Killen, Maria Gonzalez, *Building a Movement Towards Food Justice Activism Within a Latino Community*  
Eman Almutairi, *Girl's Empowerment Through Education in Saudi Arabia*

**Youth Participatory Action Research Projects: Loara High School Ethnic Studies Class**

Argyros Forum 201  
Doaa Albaddani, Christopher Ayala, Benjamin Cherco, Martin Cortez, Jennah Felton, Raymundo Fregoso-Egger, Mary Goco, Vanessa Gonzalez, Saul Gutierrez, Suzune Ikeda, Melissa Loeza, Janai London, Leticia Lopez, Camila Manzo, Oscar Mendez, Alondra Mendoza, Anthony Moreno, Judith Munguia, Melanie Olea, Johnny Oropeza, Mercedes Parra, Daniela Ramirez, Jennifer Saucedo

Youth engaged in action-research present on local issues impacting their communities. This session is led by high school youth.

**Panel: Muslim Women Activists**

Nahla Kayali, Sama Wareh, Dania Alkhouli, Mirvette Judeh  
Beckman Hall 101

Muslim women speak and share their testimonials as historically marginalized women and as activists making change in their communities.

**Panel: Black Women Activists**

Imani Woodley, Amanda Ball, Victoria Turner, Marie Nubia-Feliciano, Olivia Harden  
Beckman Hall 104

Black women activists share their stories of resistance within and against institutions.

**Panel: Asian American Student Voices**

Annabell Liao, Farrah Su, Mia Baybayan, Katie Nishida  
Argyros Forum 207

Asian American student activists share their stories of struggle and resistance, engaging participants in difficult but important conversations about the intersection of gender, race, and other axes of difference.

**Art Exhibit: Latinx Political Art – Spurgeon Intermediate**

Leatherby Libraries

Join the inauguration of the Latinx Political Art exhibit produced by middle school youth from Santa Ana Unified. Students will be present to discuss their artwork.

**Workshop: Resilience and Resistance in the Time of Hate: Showing Up Looking Like Hope**

Monica Curca  
Argyros Forum 209B

An experiential participatory workshop that explores our grounding in the [Beautiful] Resistance as activists and change makers. Participants will be introduced to hands on skills and tools to use for community building, non-violent communication, and somatic body based conflict transformation. This is a fun and interactive workshop for new and experienced activists, organizers and change makers alike.

LUNCH

Attallah Piazza

12:45pm - 2:00pm



**Panel: Latinoamericanas y Caribeñas: Trailblazing Women in the African Diaspora**

Melissa Shepherd-Williams, Cecilia Mota, Zulema Texeira de Lima, Andrea Berry, Nicole Stark  
Argyros Forum 208

The struggle against invisibility and marginalization of Afro-Latinos has perpetuated inter-generational trauma. Still, in the midst of the layered experiences of systematic oppression, women have stood for and engaged their communities in securing the rights to live with honor and dignity. Here's to celebrating their trailblazing efforts!

**Workshop: Sin Mujeres No Hay Revolución / Without Women There is No Revolution**

Sean Arce  
Beckman Hall 104

This workshop outlines curricular and pedagogical strategies on infusing and making women's struggles integral to the Ethnic Studies curriculum. Join Sean Arce, educator and coordinator of the Azusa Unified School District's Chicana-/Latinx Studies courses.

**Panel: El Rancho Unified School District's Ethnic Studies Revolution**

Aurora Villon, Roxane Fuentes, Juventino Gutierrez, Melinda Aguilar, Christina Mata, Jesus Magdaleno, Armando Vazquez-Ramos  
Argyros Forum 209B

El Rancho Unified made history in 2014 as the first district in California to make Ethnic Studies courses a graduation requirement. Join district teachers, leaders, and scholar-activists to dialogue and learn about their local efforts. Learn how to make Ethnic Studies possible in your districts, classrooms, and programs.

**Workshop: Mexicana Human Rights Defenders: In Memory of Our Sisters**

Desiree Cristina Zavala  
Argyros Forum 207

This workshop provides an overview of women as human rights defenders in Latin America, with an emphasis on Mexicana activists. This session will look at current country conditions and particular risks with women defending human rights tied to gender based crimes.

**Dialogue Circle: Teachers Organizing for Ethnic Studies**

Jose Paolo Magcalas  
Beckman Hall 107

Are you a current or future educator? Are you interested in dialoguing on what to do next in building an Ethnic Studies Movement? Join Paolo Magcalas, Ethnic Studies teacher at Loara High School (Anaheim) and elementary school board member.

**Panel: Male Allies**

Chris Im, Seth Yund, Kevin Stockbridge  
Argyros Forum 202

Male allies share stories and reflect on the meaning of male allyship and solidarity work.

**Panel: How Ethnic Studies Changed My Life: College Student Voices**

Irene Sanchez, Adriana Valencia Wences, Anthony Villanueva, Ana De Simon, Monica Killen  
Argyros Forum 211

Current and former Ethnic Studies college students share their experiences. Learn about the power of Ethnic Studies courses and how they transform the cognitive and social lives of students.

**Panel: Puerto Rican Women in Struggle: Crossing Borders and Challenging the Status Quo**

National Conference of Puerto Rican Women, SoCal (NACOPRW)  
Anaida Colón-Muñiz, Marie Nubia-Feliciano, Marisol Rexach  
Beckman Hall 101

Puerto Rican women share their stories and reflect on their activist work. NACOPRW is a grassroots organization that seeks justice and gives voice to the preservation of civil, health, educational and other rights through the dissemination of information, networking, collaboration and advocacy with other national and local groups, and through education, celebration, community and civic involvement.

**Panel: Asian Women Warriors Making It Happen**

Cathery Yeh, Lynn Aoki, Suzanne SooHoo, Natalie Tran, Elaine Bernal  
Argyros Forum 201

This session will focus on catalyzing community and empowering participants to diverse forms of activism. Session activities will include examples of powerful herstories, approaches to challenging the status quo, and next steps in collective action.

**Workshop: Dismantling the Hidden Curriculum**

Carley Waterbury  
Beckman Hall 213

This workshop involves a presentation and reflection on the hegemonic hidden curriculum. Learn how to dismantle the existing hidden curriculum by replacing it with an Ethnic Studies based curriculum.

**Dialogue Circle: Organizing Statewide for Ethnic Studies**

Ethnic Studies Now Coalition (ESNC)  
Jose Lara, Sean Abajian  
Beckman Hall 103

This session is led by the Ethnic Studies Now Coalition (ESNC) that has been a major force in supporting the Ethnic Studies movement in California. Jose Lara, South Los Angeles educator and organizer, is joined by Sean Abajian, organizer with ESNC. Teacher, students, activists, and district leaders, join the dialogue and the movement!

**Workshop: Xicana/o Pop Up Book Movement**

Elias Serna, John Avalos Rios  
Beckman Hall 214

The Xican@ Pop-Up Book Movement began in 2013 in response to the destruction of Tucson's dynamic Mexican American Studies department and the banning of Chicano Studies literature. Through paper engineering (pop-up books), class room curriculum, social media and public display, the XPUB movement stands with Ethnic Studies Now, Black Lives Matters, women of color histories, and proclaims, "You can ban Chicano books, but they still POP UP!"

**Lilia Monzo**

Chapman University

Introduction by Farrah Su

**Mere Berryman**

University of Waikato

Introduction by Annabell Liao



# SUNDAY, APRIL 2ND: NURTURING ETHNIC STUDIES

## ON SITE REGISTRATION

8:00am - 9:00am  
Beckman Hall

## WELCOME

Tricia Gallagher-Geurtsen  
Co-President, CA-NAME

9:00am - 9:15am  
Memorial Hall

## OPENING CEREMONY

Sean Arce

## KEYNOTE SPEAKER

*Christine Sleeter*

9:20am - 10:00am  
Memorial Hall



Introduction by Carley Waterbury

## COLLECTIVE REFLECTION ON RACE

Miguel Zavala, LEAD 429 Students

10:15am - 11:00am  
Memorial Hall



## SESSION 1: WORKSHOPS

11:15am - 12:30pm

### *Never Too Young: Elementary Age Social Activism*

Monique Marshall  
Beckman Hall 107

Do you want to learn to facilitate young students' conversations around race, class, gender, and other social issues? Join us for this thought-provoking, interactive workshop. Leave with developmentally appropriate teaching strategies and tools to help you to normalize conversations about often-silenced social topics.

### *Critical Analysis of the History of Segregation in California Schools: A Unit for Language Learners*

Tricia Gallagher-Geurtsen  
Beckman Hall 210

An interactive workshop on sheltering instruction in a mini unit on the history of segregation in CA schools. Support students who are learning English to access and engage with difficult content (e.g. primary source documents etc.) within a postcolonial analysis of the history/neocolonial present of our schooling system. Primary language (Spanish) materials and the concept of languaging/ethnifying (Garcia) will be included.

### *Radical Empathy: Using Critical Literacy to Develop Children's Engaged Citizenship*

Courtney Kinney  
Beckman Hall 214

Fostering empathy in our children is critical now more than ever. In this session, you will learn about powerful ways families and educators are using critical literacy practices to engage children in becoming active in the democratic process by privileging their voices and providing spaces to make their beliefs actionable.

### *Ideas and Insights About Identifying and Preparing Competitive Grant Proposals*

Mark Ellis  
Beckman Hall 204

In this session participants will learn about strategies for identifying opportunities for grant funding and processes for preparing strong grant proposals. The examples shared will focus on grants that support collaborations among university, schools, and non-profit organizations focused on equity and access in education.

***Teaching and Supporting Immigrant and/or Migrant Children in Our Schools: A Culturally Proficient Approach***

Fernando Rodríguez-Valls  
Beckman Hall 211

Drawing from a culturally and linguistically responsive methodology, the presenter argues that best practices in [im]migrant education are those that by: valuing [im]migrant students' funds of knowledge; differentiating and adapting their functionality; and, evaluating their outputs and outcomes, break cycles of subtractive education imposed over [im]migrant students and their families. This session will be conducted in Spanish.

***Connecting the Mathematical Threads From Home and School***

Kathleen Jablon Stoehr  
Beckman Hall 101

This session will focus on how teachers and parents of children in grades K-5 can work together to create links to home and school mathematics. Discussions will include parents as resources for their children's learning of mathematics and ways that dialogue can be promoted between parents and teachers around mathematics.

***Using Students' Multiple Identities as a Tool for Learning***

Thandeka K. Chapman  
Beckman Hall 205

This workshop focuses on using intersectionality to cultivate learning. Intersectionality is the belief that racial identities interlock with other identities to produce who we are and how we understand our world. Participants will engage in activities that demonstrate how intersectionality can be used to facilitate academic learning.

***But I'm Not Allowed To Do That! Teaching for Social Justice in Contested Classrooms***

Alison G. Dover  
Argyros Forum 201

In this hands-on workshop, participants will examine strategies for teaching for social justice in contested classroom spaces, including those where emphases on standards, high-stakes accountability, and dominant narratives restrict and regulate teacher autonomy. Participants will analyze examples of social justice-oriented, standards-conscious curriculum, and identify next steps for their own work.

***Creating Spaces for Youth Participatory Action Research (YPAR) in Secondary Learning Environments***

Noah Asher Golden  
Beckman Hall 102

Designed for secondary-level teachers who want to begin or further Youth Participatory Action Research with adolescent scholars, this interactive workshop focuses on how to collaboratively ground teaching/learning in lived realities. Concrete examples of projects are shared alongside tools that support participatory projects.

***Reclaiming our Cultural/Historical Memory: An Interdisciplinary Curriculum Project***

Maria del Pilar O'Cadiz  
Beckman Hall 212

An interdisciplinary Social Studies/History, Language and Visual Arts project invites students to investigate community cultural patrimony represented in local public art works of Mexican immigrant artist, Sergio O'Cadiz—featured in California Historical Society exhibit, "Murales Rebelde: contested Chicana/o Public Art"—and to create their own literary and visual art expressions.

***Ethnic Studies in Elementary Classrooms: Teaching Social Studies and Literacy for Social Justice***

Ruchi Agarwal-Rangnath  
Beckman Hall 206

In this session, I present a framework to help support teachers in their efforts to enact justice-oriented social studies curriculum in a context of language arts. I will review what it means to teach for social justice, share how the framework can be applied to one's teaching, and model justice-oriented strategies/activities.

***Cultural Attunement: Adjusting the Cultural Knob between the Community and University Partnerships***

Patricia Perales Huerta-Meza  
Argyros Forum 211

The presentation will discuss the principles of cultural attunement. These principles arise from the presenter's and the panel's own experience of working alongside differences with ethnic and cultural diversity within the Chapman University and Padres Unidos Community-University Partnership. The context for the discussion is an institution which prepares community members to work with community; however, the ideas are also applicable to other contexts. Front line educators, practitioners, administrators, and program developers will also understand the relevance of cultural attunement for their own professional roles and particular work environments.

**Visual Storytelling: Exploring Identity, Funds of Knowledge, and Developing Critical Consciousness through Participant Photography**

Quaylan Allen  
Argyros Forum 209B

This workshop will describe the benefits of participatory visual research with youth populations and will highlight the power of counter-storytelling and consciousness building through photography and photo elicitation. The workshop will also cover procedural and ethical dilemmas of utilizing this approach with youth populations.

**Native Languages: The Fight for the Revitalization and Expansion of the of Hupa Language, the People in Northern California**

Chance Carpenter  
Argyros Forum 205

In this workshop one will learn about our efforts to revitalize and expand language especially amongst young people. We will explore the question: Who can speak the language? Why? I will also explain how our tribe has created various digital programs in order to teach and revitalize our language. I will share Hoopa Valley Tribe curriculum one can use in the K-12 classroom. In addition I will also share our efforts to develop college level curriculum.

**The Fight for Public Education**

Marisol Ruiz, Julian Salinas, Carlos Sanchez, and Alejandra Aguila Ruiz  
Beckman Hall 106

From funding to testing to academic language, schools are racially tracking students into authoritarian dictatorial curriculum which does not lead to success. This fight for public education is ever more pressing to defend paradigm shifts, diversity, multiple ways of knowing, imagination, happiness, critical thinking and funding. This workshop will explore various ways we can take back our schools in CA.

**Deconstructing Academia: Microaggressions and Eurocentrism in the Sciences, Film Screening, Presentation and Discussion**

Marisol Ruiz, Alicia Flores, Samyra Saba, and Gregory Rodriguez  
Beckman Hall 104

The increase of Chicanx/Latinx students in the CSU system necessarily demands a paradigm shift; they bring valuable experience, indigenous knowledge and are demanding higher quality education that is critical of the elitist system education is built upon –an elitism that has and may continue to subjugate past, present

and future generations of Chicanx/Latinx under the fallacy of superiority and supremacy. The film screening of Deconstructing Academia: Microaggressions and Eurocentrism in the Sciences is followed by a presentation on the dynamics between increase of students of color and lack of resources in regards to student homelessness supported with a case study conducted at Humboldt State University. Community dialogue will follow.

**Project LENGUAS: Building Pathways and Partnerships for Bilingual Education Teachers**

Lyn Scott, Mary Soto  
Beckman Hall 213

To promote bilingualism and the academic success of English learners in diverse school settings, Project LENGUAS (Language ENrichment Guiding All Students) establishes university, community college, and P-12 partnerships offering pathways for bilingual teacher recruitment and training of best practices for multicultural teaching in bilingual and dual immersion settings.

**La Loteria Art Education and Creative Resistance: A Funds of Knowledge Approach to Art Education in Working Class Schools**

Luis Genaro Garcia  
Beckman Hall 202

This presentation highlights the importance of using critical education methods in art education that services high school students of color from working class backgrounds. It displays how a curriculum designed from student home knowledge can develop the socio-political awareness of students through the Funds of Knowledge (FofK), Critical Pedagogy (CP) and Critical Race Theory (CRT) frameworks. This presentation introduces creative resistance as a tool in arts-education and uses the Latin-American game of La Loteria to develop the social consciousness of working class students of color despite having underfunded art programs.

**Ethnomathematics and the K-12 Math Curriculum**

Luis Ortiz-Franco  
Beckman Hall 209

Presentation will cover the numeric systems of the Olmecs/Maya and Aztecs of Mesoamerica in a historical context. Connections to the K-12 mathematics curriculum will be included in the commentary.

***Ethnic Studies in the Elementary Classroom: Integrating our Lessons Through Art***

Laura Chandler, Luis Pelayo, Marisol Ruiz, and Gabriel Aquin  
Argyros Forum 209C

In this workshop we will share with teachers how we used a Pedagogy of Healing through an Arts integration project. We will share how in a 4th grade classroom we integrated literature, author study, writing, and social studies. We will walk teachers through the 4 week lesson plan using the literary work of Ringgold, eight parts of the writing process and an inexpensive Art project. In the end we can do this with a variety of powerful literature.

***Pathway to Responsiveness Audience: K-8 educators***

Javier San Roman, Association of Raza Educators  
Argyros Forum 207

Culturally and linguistically responsive (CLR) teaching and learning provides an excellent pathway to success for students at the primary and intermediate levels. CLR provides a validating and affirming experience and creates a pathway that is compatible with ethnic studies and critical educational approaches that are more prevalent at the secondary and university level. Come and see how CLR is operationalized in K-8 instruction.

LUNCH

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***Artivism in Action: Educate, Empower, Transform***

Felicia Montes  
Beckman Hall 204

A presentation on how Artivism (art and activism) can educate, empower, inspire and transform people and communities. Facilitators share various examples of projects created with different causes and mediums for this purpose including their own work, and that of the groundbreaking Los Angeles women, A&O's collective, Mujeres de Maiz.

***Africana Pedagogies: Creating Access to Science and Social Science Using Indigenous Knowledge***

Antoinette Linton and Toni Williams  
Beckman Hall 209

The purpose of this presentation is to present six tenets for building healthy classroom communities: 1) Knowing the students and earning their trust, 2) Letting go of grudges, judgment, and micro aggressions 3) creating a safe classroom, 4) avoiding hypocrisy, 5) know your content and epistemic practices, 6) develop academic and classroom routines that make sense to the children.

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### ***The U.S. Census & The 4 Macroscales of Ethnic Studies in Praxis: How Do They Relate to You and Our World?***

R. Tolteka Cuauhtin  
Argyros Forum 207

How do you "officially" identify your race and ethnicity on the U.S. Census? Why? How do you, and your students as holistic human beings, relate to the concepts of Indigeneity, Colonization, Hegemony, and Decolonization/Regeneration/Critical Transformation? Come find out more, and walk away with tools to put into classroom praxis.

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**The Women of Mendez v. Westminster**Sandra Robbie  
Argyros Forum 209C

Celebrate the 70 year anniversary of the 1947 OC school desegregation case Mendez v. Westminster through exploring the vital contributions of women to this landmark legal decision that helped make California the first state to end school segregation seven years before Brown v. Board of Education.

**My Multi-Cultural Self: An Inside-Out Visual Self-Portrait**Marie Nubia-Feliciano  
Argyros Forum 205

The objective of the activity is to see how multi-ethnicity/race/culture is defined, performed, perceived, and interpreted. The hope is to show future educators and parents that not only are they a composite of many biological and cultural influences, but this composite is important to know and understand.

Introduction by Shannon Estrim

**Melina Abdullah**

Black Lives Matter LA

California State University, Los Angeles

***“We urgently need to bring to our communities the limitless capacity to love, serve, and create for each other.” - Grace Lee Boggs***



#OCEthnicStudies