



*THE CENTER FOR ANTI-OPPRESSIVE EDUCATION*

*welcomes you to its first*

*INTERNATIONAL CONFERENCE ON  
TEACHER EDUCATION  
AND  
SOCIAL JUSTICE*

*San Francisco Airport Marriott Hotel, California, U.S.A.*

*13-15 June 2003*

## Welcome Letter from the Conference Organizer

13 June 2003

Dear Participant:

Welcome to the International Conference on Teacher Education and Social Justice! I am excited that you are able to join this important event, which promises to be an invaluable experience for us all.

These are tough times--economically, socially, politically--making even more difficult our task of challenging different forms of oppression in schools and society. It is timely, then, that we gather in this small, collegial conference to explore the innovations and the tensions that characterize current movements toward social justice in teacher education. The participants, while diverse in perspectives and experiences, share many commitments and priorities, and the many sessions on the conference program will afford us all-too-rare opportunities to exchange ideas, develop resources, build networks, and explore possibilities for new directions in teacher education.

Some notes:

- Please read the program carefully--it has gone through several changes in the past few weeks.
- Please wear your Conference Badge at all times.
- Please do not use audio or visual recording devices without permission from the conference organizer and the people you wish to record.
- One of the unique features of this conference is the combining of two or three workshops into one session. Conference participants are encouraged to experience such sessions in their entirety, and then to discuss what new insights are made possible by such combinations.
- Please help to make this conference welcoming, safe, and meaningful for everyone involved. If you have concerns or need assistance, please come to the Registration Table in the Anaheim Room.

I hope you share my excitement in what lies ahead of us this weekend, and I look forward to meeting you and strengthening our abilities to build a truly liberating movement.

With best wishes,

Kevin K. Kumashiro, Ph.D.  
Director, Center for Anti-Oppressive Education



## Acknowledgments

- Ann Schulte, Jolynn Asato, Jaime Berrian, Ben Brenkert, Soheil Dahi, Gauri Goyal, Mariko Holland, Korina Jocson, Jennifer Lee, Joy Mazur, Jay Wong, and other members of the conference staff.
- Nate Moore, Erin Donabedian, and the staff of the San Francisco Airport Marriott Hotel.
- Paul Cienfuegos and staff of the 100 Fires Book Company, as well as the organizations that donated resources.
- John Elia, Anne René Elsbree, Joy Lei, Carolyn Leung, Eric Rofes, and the many individuals who supported this conference with advice, resources, contacts, publicity, and other forms of assistance.
- All the presenters, performers, and participants. Thanks to all of you for making this event possible!

## CAOE

Founded in 2002, the Center for Anti-Oppressive Education (CAOE) recognizes that the quality of education cannot improve unless we commit to challenging the racism, classism, sexism, and other oppressions that permeate our schools and societies. Bringing together leading experts from around the world, CAO E develops and provides innovative resources for educators, leaders, students, and advocates throughout the United States and the world who are interested in creating and engaging in anti-oppressive forms of education.

### Arrange for a Summer/Fall Workshop!

Throughout the year, the Center for Anti-Oppressive Education offers two- and three-day workshops on various topics and of varying lengths for educators and students interested in creating and engaging in forms of education that challenge multiple oppressions. Schools, school districts, universities, and organizations are invited to schedule specialized workshops for your educators. Recent workshops and presentations have been arranged with the American Federation of Teachers, Amherst College, Colby College, Humboldt State University, the Minnesota Literacy Council, Rutgers University, Santa Clara University, Swarthmore College, Teachers College-Columbia University, the University of Illinois at Chicago, and Vassar College. *Workshops for new faculty at colleges and universities are currently being scheduled for August-September!*

### Upcoming Conference

CAOE is currently planning its next conference, tentatively for the fall of 2003, on teaching towards social justice in times of war. The United States' ongoing "war on terrorism" has prompted several changes in our nation's conceptualization of civil liberties, citizenship, participatory democracy, immigration rights, free speech, commerce, and so forth. Combined with increased surveillance and dangers of retribution, educators face a climate that is often hostile to any attempts to foster an appreciation of racial/religious difference, critical thinking, and resistance. How does the war and all its effects on race/class/gender/religious relations domestically and abroad force a reconceptualization of the purposes and goals of, and constraints on, education? What does it mean to teach towards social justice in times of war? If you have suggestions for this conference, or are interested in helping to make this event possible, please contact CAO E.

### For More Information

Center for Anti-Oppressive Education  
P.O. Box 627  
El Cerrito, CA 94530  
<http://antioppressiveeducation.org>

*"Preparing members of educational communities to create and engage in forms of education that challenge multiple oppressions"*

*Please turn in your completed FEEDBACK FORM  
to the Registration Table before leaving the conference.*

*Thank you very much!*

## Conference Overview

### FRIDAY, JUNE 13

- 11:00 - 6:30 Registration  
12:00 - 2:00 Opening Plenary Session: *International Movements*  
2:15 - 3:45 Breakout Session #1  
4:00 - 6:00 Breakout Session #2  
6:30 - 7:00 Performance: *Teaching through Music*

### SATURDAY, JUNE 14

- 8:00 - 6:00 Registration  
8:30 - 10:00 Breakout Session #3  
10:15 - 11:45 Breakout Session #4  
12:15 - 1:30 Caucus Meetings  
1:45 - 3:15 Plenary Session: *Reforming Teacher Certification in California*  
3:30 - 5:30 Breakout Session #5  
6:00 - 7:00 Performance: *Teaching through Spokenword*

### SUNDAY, JUNE 15

- 8:00 - 1:30 Registration  
8:15 - 9:45 Breakout Session #6  
10:00 - 12:00 Breakout Session #7  
1:30 - 3:00 Closing Plenary Session: *Teacher Education in Times of War*

Friday, June 13

12:00 - 2:00

## OPENING PLENARY SESSION (Irvine)

### Preparing Teachers for Anti-Oppressive Education: International Movements

Educators and activists from around the world discuss initiatives taking place in various countries to address issues of social justice in teacher education:

*Sikunder Baber*, Senior Instructor, Aga Khan University Institute for Educational Development, Pakistan, and Chair, Mathematics Association of Pakistan. Baber's research and teaching focus on such areas as teaching mathematics for critical citizenship.

*Inés Dussel*, Director, Education Research Unit, Latin American School for the Social Sciences (FLACSO), Argentina. Dussel has authored books and articles on the history of education in Argentina, the history of the regulation of bodies in schools, histories of curriculum, and contemporary educational theories.

*Will Letts*, Lecturer, Charles Sturt University, and Chair, School of Teacher Education Research and Development Committee, Australia. Letts researches and teaches on science, gender, sexuality, and Aboriginal studies, and is co-editor of *Queering Elementary Education: Advancing the Dialogue about Sexualities and Schooling*.

*Eric Richardson*, Lecturer, College of Education, University of the Witwatersrand, Johannesburg, South Africa. Richardson's research, teaching, and service focus on such areas as English education, sports, gender equity, and reducing homophobia.

*Carol Ricker-Wilson*, English/Literacy Consultant, Toronto District School Board, and Course Director, Faculty of Education, York University, Canada. Ricker-Wilson has taught in various free and alternative schools in Toronto, researches critical pedagogical practice, and has published in *English Journal*.

*Pia Lindquist Wong*, Project Director, Equity Network, and Associate Professor, Bilingual/Multicultural Education Department, California State University, Sacramento, U.S.A. Wong researches and has served as a consultant on educational reforms in Brasil, and is on the International Advisory Committee for the Instituto Paulo Freire.

## BREAKOUT SESSION #1

### 1A. Profiling, Discrimination, and Hate against Arab and Muslim Americans (Irvine)

In this workshop we will review the current status of hate crimes and discrimination directed against Arab and Muslim Americans. Strategies for managing stereotyping, discrimination, and hate crimes will be discussed. We will also provide a short primer on cultural competence for working with Arab and Muslim Americans.

- *Jess Ghannam, University of California, San Francisco, and American-Arab Anti-Discrimination Committee.*

### 1B. You have Lenses: Three Experiential Activities Designed to Help Students See from the Perspective of Others (Monterey)

Each of the presenters will engage participants in an activity used with students to help them understand how they see the world through a particular set of lenses that are often invisible to them. These activities help students recognize and refocus their lenses, particularly those related to their own social identities based on race, gender, class, sexual orientation, etc.

- *Ann Berlak, San Francisco State University.*
- *Nancy Schniedewind, State University of New York, New Paltz.*
- *Rachel Martin, California Institute of Integral Studies.*

### 1C. Backlash against Academic Freedom (Newport Beach)

How do educators balance social justice agendas with demands that teaching be "neutral" and "balanced"? This workshop addresses the climate of academic freedom, recent incidents of educators being silenced and suspended for expressing political views, and how educators can engage students in dialogue about issues such as war, foreign policy, and democracy in times of heightened nationalism.

- *Megan Boler, Virginia Polytechnic Institute and State University.*

### 1D. "For Those Who Dare to Teach": Teacher Education for Social Justice and Educational Equity (Marina del Rey)

In our presentation we will provide an overview of courses for pre-service and in-service educators that are organized around Paulo Freire's ideas of education for liberation and other constructs of critical pedagogy and multicultural education. We will describe teacher education programs that focus on classroom action, community funds of knowledge, and parent organizing.

- *Pia Wong, California State University, Sacramento.*
- *Margarita Berta-Avila, California State University Sacramento.*
- *Lorie Hammond, California State University, Sacramento.*

### 1E. Chicana/Latina Parents on the Frontlines for Socially Just Education (Santa Barbara)

Chicana/Latina parent leaders employ interactive *teatro*, literature, and cultural elements to demonstrate how they are fighting racism, sexism, and homophobia in their school communities. We will report on research regarding the women's activation of their collective cultural capital that has important implications for teacher educators.

- *Rosa Furumoto, California State University, Northridge.*
- *Consuelo Martin, Parent Pioneers, Inc.*
- *Teresa Hernandez, Parent Pioneers, Inc.*

### 1F. Algebra for All? Using Mediated Learning to Help All Students Succeed (Santa Clara)

In this session, we will examine the mathematics, pedagogy, and philosophy behind an approach that supports students with special needs and students in alternative schools to succeed in learning Algebra. This approach is consistent with NCTM standards and draws on the work of Lev Vygotsky, Reuven Feuerstein, and Paulo Freire, for whom the heart of mediated learning is interaction with students.

- *Judi Hirsch, Oakland Unified School District.*

*Be sure to check out the booktable in the Anaheim Room. A wide variety of books on anti-oppressive education are on sale, including many books written by our conference presenters!*

## BREAKOUT SESSION #2

### 2A. Out of the Classroom and Into the Community: The Promotion of Social Justice in an Urban M.P.H. Program (Irvine)

This student panel is devoted to distilling and outlining various ways that social justice principles are conceptualized and taught in an urban Masters in Public Health program. It examines how social justice concepts are put into action to become best practices in community health education and promote wellness.

- *John P. Elia, San Francisco State University (moderator).*
- *Carrie Brogoitti, San Francisco State University.*
- *Amanda Goldberg, San Francisco State University.*
- *Kim Nguyen, San Francisco State University.*
- *Julia Rinaldi, San Francisco State University.*
- *Catherine Swanson, San Francisco State University.*
- *Nathaniel VerGow, San Francisco State University.*

### 2B. Social Critique, Social Action in English Classes: Two Workshops (Newport Beach)

#### **Stirring Up Justice: Adolescents Reading, Writing, and Changing the World**

This presentation will share the collaborative work of an English teacher and an Education professor at an urban high school in Oregon where students learned to ask critical questions, support one another, and work toward social change. We asked, What strategies for literacy instruction help students from different backgrounds expand their reading and writing abilities?

- *Jessie Singer, University of California, Santa Barbara.*
- *Ruth Shagoury Hubbard, Lewis & Clark College.*

#### **Using Narrative to Open Up Texts**

A crash course in using questions from current literary theory to critically examine issues of power, identity, and value in texts.

- *Carol Ricker-Wilson, York University, Canada.*

### 2C. Models for Professional Development: Two Workshops (Marina del Rey)

#### **Teacher Empowerment in High-Need Schools: Do These Teachers Have a Chance to Make a Difference in Their World?**

This session shares the results of a study that examined elementary school teacher teams learning together about curriculum design, new teaching practices, and how they implement new knowledge in their classrooms. Particular attention is paid to what teachers learned in collaboration with their colleagues.

- *Anne Mungai, Adelphi University.*

#### **School Professionals and Teacher Educators Explore Practices that Reflect the Principles of Social Justice and Equity**

Participants will explore a professional development model for building a network of school professionals and teacher educators committed to teach toward social justice, and will discuss three phases of personal and professional development that promote principles of social justice and equity.

- *Deborah Black, Keene State College.*
- *Susan Theberge, Keene State College.*

### 2D. Video Documentaries that Challenge Homophobia: Two Workshops (Monterey)

#### **Disruptive Pedagogies: How Teacher Educators Disrupt Homophobia**

This session presents a 30-minute documentary on how three teacher educators disrupt homophobic and heteronormative actions and attitudes in K-12 schools and teacher education classes. The session will offer participants an opportunity to hear how the teacher educators use disruptive pedagogies and how they make sense of their pedagogical efforts.

- *Anne René Elsbree, California State University, Chico.*

#### **"Honor Thy Children": How One Family's Story Can Move Us All**

This video documents the experiences of the Nakatanis, a Japanese American family that, only a decade ago, lost all three sons (two to AIDS-related illness, one to murder). Intertwined with stories of internalized racism and homophobia are stories of love, family honor, and dignity. Simultaneously heartbreaking and inspiring, "Honor Thy Children" is a powerful tool for challenging all forms of human denigration among both young students and educators.

- *Jolynn Asato, University of California, Los Angeles.*

**2E. Using Drama and Simulations: Two Workshops (Santa Barbara)****No More Teachers, No More Books: Global (In)access(ability) to Education Simulation**

This interactive session will explore the inequitable distribution of educational resources within the global community. Participants will be provided with the opportunity to engage in a simple but evocative "simulation" activity which will facilitate investigation into this important global issue.

- *David Darts, University of British Columbia, Canada.*

**Transformation through Imagination: Process Drama as a Liberatory Pedagogy**

This session will begin with a brief discussion of classroom practices that disempower students. Participants will then engage in a process drama experience that explores issues of power, control, and decision-making. We will conclude with an analysis of the participants' experiences.

- *Mary Kathleen Barnes, Ohio State University, Marion.*

**2F. Social Studies and Social Awareness: Two Workshops (Santa Clara)****Self, History, and Dissonance: Parallel Processes in a Social Studies Curriculum Class**

What is history and who makes history? This session models a constructivist approach in a social studies methods class that fosters the development of empathy and perspective taking. Student teachers begin with "self," i.e., their own life experience and social studies/history classes. As they conduct research, they "go beyond self" in creating their units with the sense of responsibility that a widening perspective demands.

- *Nancy Dulberg, Saint Mary's College.*
- *Thea Maestre, Holy Names College.*

**Hypnotic Docility Versus Meditative Disobedience**

A significantly oppressive aspect of education is hegemony. Students of all ages have no clue as to the truths that surround U.S. policies and practices. In the spirit of the greatest reforms and educators, it is time to study what Zinn has referred to as "The Lies My Teacher Told Me" and then to follow up with authentic, non-violent, civil disobedience. Examples of student responses will be shared.

- *Don Trent Jacobs, Northern Arizona University and Fielding Graduate Institute.*

*The Hotel's Concierge desk offers tips on local  
restaurants and transportation throughout the  
Bay Area. For a quick bite, consider visiting the kiosk  
in the Hotel lobby.*

**PERFORMANCE: Teaching through Music (Irvine)**

Blending music, cultural histories, and personal stories, this interactive performance offers a sampling of the resources developed by the Center for Anti-Oppressive Education. Participants will be invited to explore multiple ways to address social differences and oppression in the classroom, especially ways that make productive use of uncertainty, discomfort, and a troubling song from Hawai'i.

- *Kevin K. Kumashiro, Center for Anti-Oppressive Education.*

**BREAKOUT SESSION #3****3A. Interrupting Whiteness in the Classroom (Monterey)**

This interactive session will explore the importance of making whiteness visible in our classrooms. Beginning with attempts to define "whiteness," the group will consider ways that invisible whiteness undermines efforts to create a multicultural classroom. The presenter will share her own theories.

- *Judy Helfand, IMPACT Training.*

**3B. Reforming Math and Science Education: Two Workshops (Marina del Rey)****Why Social Justice Educators Must Engage Science in All of Our Classrooms**

Analyzing her social-foundations courses, the presenter explores the relationship between social justice pedagogies and scientific knowledge, and suggests a framework for teachers and students to challenge the authority of science--both inside and outside the classroom--as part of their ongoing projects to challenge oppressions and to create a more just and equitable world.

- *Jane Lehr, Virginia Polytechnic Institute and State University.*

**Affirming Education Equality in Math and Science Classes**

This workshop presents instructional activities and teaching strategies used in math and science methods courses to help teacher-education candidates develop essential knowledge, skills, and attitudes aiming towards education equality. We also reflect on some of the lessons we have learned from our experiences.

- *Hui-Ju Huang, California State University, Sacramento.*
- *Julita G. Lambating, California State University, Sacramento.*

**3C. Social Studies, Social Stories: Three Presentations (Santa Barbara)****Building Relationship and Community through Sharing Story**

*StoryLines for Literacy* is a participatory workshop that employs story telling, story creation, and theatre games. It offers opportunities to explore cultural heritages, build relationships between class members, and contribute to the creating community, and has been used in varying educational settings.

- *Annie Smith, University of British Columbia, Canada.*

**(Dis)Empowering Standards: Hegemony as the Standard within the New Jersey Social Studies Curriculum Framework**

The New Jersey Social Studies Curriculum Framework provides model lessons, based on New Jersey's social studies standards, for use in the classroom. These lessons contain language and examples that reflect a hegemonic ideology that obscures our historical legacy of oppression and continued domination.

- *Mark R. Davies, Hartwick College.*

**Reconfiguring Pre-service Elementary Teacher Preparation: Competencies for Anti-Oppressive Educators?**

This presentation describes the reconfiguration of a pre-service elementary teacher preparation program. The presentation poses a suggestive framework of dispositions and competencies for both teacher educators and elementary teachers in Social Studies education.

- *Colin Green, George Washington University.*

**3D. Reforming English Education: Three Presentations (Santa Clara)****"Free Voicing" and Issues of Authority in the Literature Classroom**

What are the tensions between our approaches to texts and our approaches to students in the literature classroom? This interactive session draws from studies of classrooms and invites participants to interrogate the profession's privileged terms by juxtaposing them with classroom practices.

- *Mary Beth Hines, Indiana University.*

**Transforming the Identity of Failure in Academic Writing**

Students' negative perceptions of themselves as writers are strongly linked to common discourses of composition that praise standardization and privilege/penalize difference. Can introducing a political discourse that emphasizes the nature of conflict in language help transform negative student writer identity?

- *Linda Fernsten, Dowling College.*

**Starting with Critical Literacy: A Path to Anti-Oppressive Education in Secondary English Methods**

This paper describes the path I have taken to support students learning to interrogate the partialities of texts as well as the limitations of their own teaching, given their histories and identities. I describe how my students ultimately move toward enacting anti-oppressive pedagogy in their secondary English classrooms.

- *Jocelyn A. Glazier, George Washington University.*

## BREAKOUT SESSION #4

### 4A. Taking It Personally: Racism in Classrooms from Kindergarten to College (Newport Beach)

In this session, participants will analyze an emotionally charged encounter between teacher and students in a state-mandated diversity course, and students' written responses to it. Our intention is to share and examine our views about the dynamics of classroom racial crises and alternative ways to respond to them.

- *Ann Berlak, San Francisco State University.*
- *Sekani Moyenda, Rosa Parks Elementary School.*

### 4B. Modeling with Purpose: Mathematics for Empowerment (Santa Clara)

Challenging the traditional approach to teaching mathematics that treats mathematics as apolitical and culture-free, this session will focus on curricular ideas suitable for middle and high school students that connect to students' identity and empowerment and turn a critical lens onto aspects of their contemporary culture.

- *Swapna Mukhopadhyay, Portland State University.*
- *Brian Greer, San Diego State University.*

### 4C. Documenting with Video: Two Workshops (Monterey)

#### "One Night": Poetry as a Shared Experience

This session looks at June Jordan's Poetry for the People program and at how high school students can be influenced by its sociopolitical and critical stance on poetry. A short documentary about the program and one focal student's written/visual poetry will be featured. Implications for educators will be discussed.

- *Korina M. Joelson, University of California, Berkeley.*

#### Working against Discrimination through Educational Videos: A Latin American Experience

A selection from a series of educational videos on discrimination and difference will be presented and discussed. They address issues of identity and difference at several levels: personal histories, youth cultures, national identities, and the history of schooling in Latin America.

- *Inés Dussel, Latin American School for the Social Sciences (FLACSO), Argentina.*

### 4D. Integrating Democratic Ideals and Thematic Instruction (Santa Barbara)

We all imagine what democratic instruction looks like, but how do we get there, especially given the teacher-as-technician climate in education today? In this session, participants will explore ways to develop integrated, thematic units that are initiated by student concerns and interests, build upon such democratic ideals as inquiry, discourse, equity, authenticity, leadership, and service, and connect standards-based course content with democratic processes.

- *Ann Schulte, California State University, Chico.*
- *Mimi Miller, California State University, Chico.*

### 4E. "Once You Start Approaching Things From an Ethnographic Point of View, There is No Turning Back": Exploring the Consequences for Teacher Education and Teaching for Social Justice When Teachers in Preparation and Teacher Educators Learn from Their Teaching and Take Informed Action to Teach from Their Learning (Marina del Rey)

Participants will experience, analyze, and discuss the consequences of offering teachers in preparation opportunities to take an ethnographic perspective on practice. What consequences does this have for how future teachers both question what opportunities are afforded students in their classrooms and generate possibilities for taking informed action in constructing equitable opportunities for learning?

- *Beth Yeager, University of California, Santa Barbara.*
- *Ralph Cordova, University of California, Santa Barbara.*

## CAUCUS MEETINGS

Please visit the Registration Table to suggest and sign up for a caucus meeting before 10:30 a.m. These meetings are a chance to network, share resources, and perhaps plan future collaborations. Meeting locations will be posted at the Registration Table by 11:30 a.m. Participants are encouraged to bring their own lunch to the meetings.

## SATURDAY PLENARY SESSION (Irvine)

### Reforming Teacher Certification in California: Problems, Paradoxes, and Possibilities

Educational leaders in the state of California will discuss a range of perspectives on the new state requirements for teacher certification and their implications for the assessment of preservice teachers and accreditation of preparation programs. What are the complex ways that these requirements both help and hinder our efforts to prepare teachers to teach towards social justice?

*Linda Darling-Hammond*, Charles E. Ducommun Professor of Teaching and Teacher Education, Stanford University, and Faculty Sponsor, Stanford Teacher Education Program. Darling-Hammond is currently coordinating a statewide initiative to produce a Performance Assessment for California Teachers (PACT). She is author of the recently published book, *The Right to Learn: A Blueprint for Creating Schools that Work*.



*Jo Ann Isken*, Faculty Advisor, Teacher Education Program, University of California, Los Angeles, and Instructor, Loyola Marymount University. Isken has published and presented on urban teacher education, English literacy, and educational administration. She is Principal of Moffett Elementary School, a California Distinguished School.



*Eric Rofes*, Assistant Professor and Program Leader, Elementary Education, Humboldt State University, and Chair, North Coast Education Summits. Rofes researches and teaches in a wide range of areas, including skills for community organizing, effects of charter schools on public school districts, and HIV/AIDS-related issues. He is author of the pioneering book, *Socrates, Plato, and Guys Like Me: Confessions of a Gay Schoolteacher*.

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## BREAKOUT SESSION #5

### 5A. Education Not Incarceration (Newport Beach)

A coalition of students, teachers, parents, and others recently came together to protest cuts in education funding and increases in prison spending in California. In this session, coalition members will talk about this effort and examine the benefits, strategies, and tensions of coalition building and the opportunities offered by a budget debate for progressive political action on public education.

- *Members of the Education Not Incarceration Coalition.*

**5B. Working with Young Students: Two Workshops (Marina del Rey)****Teaching for Social Justice in Elementary Classrooms**

What does it mean to teach for social justice with young children in an age-appropriate, meaningful way? This participatory workshop will focus on strategies for using children's literature, music, and activities to deal with issues of exclusion, teasing, and racism with young children. Appropriate for those who work with elementary level students or teachers in any capacity.

- *Mara Sapon-Shevin, Syracuse University.*

**Searching for a Space: Diverse Learners as Border Crossers**

Participants will learn about Border Crossers, an educational program that brings together young students from segregated neighborhoods to explore issues of discrimination, inequality, and social justice. Participants will engage in the program curriculum and discuss what it means to create a space where students from diverse backgrounds can successfully learn about social justice issues.

- *Sachi Feris, Border Crossers.*

**5C. Using Video to Learn about Oppression and Diversity: Two Workshops (Monterey)****The Beverly Hillbillies: But It's Just Entertainment!**

The session will present an episode of The Beverly Hillbillies and critique it from an interpersonal oppression perspective. The format is intended to be interactive, closing with an activity designed to assess our personal capacity to recognize oppression and violence.

- *J. Cynthia McDermott, California State University, Dominguez Hills.*

**Family Diversity 101: How to Talk to K-6 Students about Different Family Structures**

This workshop will give teachers and other adults who work with children the tools they need to talk about important family diversity topics. It will feature the video documentary, "That's a Family!," and will give an overview of activities that encourage age-appropriate discussion about race, sexual orientation, adoption, divorce and separation, guardianship, and single-parent households.

- *Bob Kim, Women's Educational Media.*

**5D. Ideologies and Resistances of Teachers: Two Workshops (Santa Barbara)****Who are We When We Teach?: Personal and Professional Ideologies of Teacher Practice**

This study investigates four elementary classroom teachers' personal and professional ideologies as reflected in their practice of teaching. Based on classroom observations and interviews, their professional practice and personal views of their practice reveal a marked personal/professional ideological tension and dissonance with regard to practice.

- *Antonella Cortese, Laboratory for Comparative Human Cognition at University of California, San Diego and MiraCosta College.*

**Teacher Power under Surveillance: Acts of Subtle and Not-so-Subtle Resistance**

Designed for feedback, this session shares findings about the ways K-8 teachers resisted accountability policies in Washington state. Using Michel Foucault's ideas on surveillance, this study describes teachers' power, and yet, seeks ways to transform their power into a more systematic, collective, and liberatory project.

- *P. Taylor Webb, University of Washington, Bothell.*

**5E. Religion and Science: Two Workshops (Santa Clara)****InterSECTIONS: The Influence of Religious Experiences on Education and Moral Development**

This session examines the influence of religious experiences on moral development and formal schooling. Participants will be encouraged to explore their own experiences along with those of other educators inclined towards social justice.

- *Jason Nelson, University of Washington.*

**What is the "Science" and Who are the "All": Queer Renderings of Science Education**

This session engages in a critical deconstruction of the popular reformist mantra, "science for all," and draws on queer theories as it demonstrates how the seemingly broad-based and inclusive categories of "science" and "all" function as much to maintain the status quo as they do to up-end or challenge it. The presenter draws on his own practices in preservice teacher education.

- *Will Letts, Charles Sturt University, Australia.*

## PERFORMANCE: Teaching through Spokenword (Irvine)

*A Mic and Dim Lights Alumni Poets* are a collective of poets from the second largest and one of the longest-running weekly poetry venues in California. Our poets have performed on HBO's *Def Poetry*, BET, and Los Angeles National Slam Teams, as well as at venues throughout the United States. Inspired by our experiences and influenced by life's contradictions, we combine original spokenword and song with a distinctive blend of politics, reality, fantasy, comedy, spirituality, and love. Our mission is to awaken thought and promote dialogue.

*Abbye Jo Atkinson* is a singer/songwriter whose sincerity and realness are palpable. Born in Kingston, Jamaica and raised in Los Angeles's infamous San Fernando Valley during the '80s and '90s, she's become a fixture on the burgeoning spokenword scene in Los Angeles. Her earthy tones coupled with the raw emotion of her lyrics are a testament to her belief that music is a healing force that accompanies us as we make our way through life. She was recently featured on college radio's KUCR in Riverside, and is currently touring colleges in Southern California.



*Besskepp (Cory Cofer)* is a 27-year old quick-witted-beetnik60's-hiphop80's-conscious poet raised on Langston Hughes and Public Enemy. Tackling socio-political and racial issues with an animated grace, his poetry addresses equal rights, diversity, single-parent families, the importance of education, and the ways hip hop culture affects our society. His first CD, *Bluze Langwij*, has just been released. Besskepp is a special-education and health teacher at a school that voted him Teacher of the Year for 2001-2002. He is the host of *A Mic & Dim Lights*.



*Bomani (Charles Watson)* has been performing spokenword for the past decade. Born and raised in Milwaukee, Wisconsin, he first began performing as co-founder of the spokenword trio, Six Feet Deep. His spokenword encompasses a unique blend of social-politics, reality, fantasy, and love. Bomani is featured on the CD, *Soul Unseen: Urban Contemporary Music Series, Volume 1*. He played "Em" in the staged production, *Lady Day* at Emerson's Bar and Grill. He currently resides in Los Angeles and is working on several spokenword projects and his own CD.



*Gia Scott-Heron* has been writing and performing for the majority of her life. From the age of 10, she has written lyrics to over 40 songs, more than 100 poems, and the award-winning essay, *Hair and Hair Politics* in the African-American Community. After graduating with honors from Pitzer College, Gia has performed at numerous poetry venues, including the Butterfly Lounge and Spreadin' Love-N-Spoken Words, and recently won an open-mic contest at Fais Do Do. Gia currently lives in Los Angeles and hopes to put out a collection of her works, record a CD, and sell songs to other artists.



*Manchild (Everett Vigil)* has a name that fuses being a responsible adult with having a passionate need to continue living out childhood dreams. He uses his poetry as a form of therapy to enlighten, educate, and encourage youth to express themselves through the arts. As a Mexican American in today's society, Manchild utilizes his talents as a writer to dispel common stereotypes and misinformation surrounding his culture. At present, he is producing a multi-media DVD that documents the spokenword scene in the "Inland Empire" and Los Angeles.



*Mark Gonzales* is one of the few French-Mexican poets born in Alaska you'll ever know. He relocated to Fort Collins, Colorado after high school, and co-founded the spokenword collective, The Non-Prophet Poets. Aimed at aiding at-risk and underprivileged youth, the collective emphasized self-expression as a means of self-actualization. Mark was a member of the Long Beach National Slam Team, which was the 2001 West Coast Slam Champions. He is an advocate of art as activism, and is currently working on his B.A. at the University of California, Riverside.

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## BREAKOUT SESSION #6

### 6A. Teaching about Militarism (Newport Beach)

This workshop offers participants the opportunity to examine ways to teach critically about militarism.

- *Margo Okazawa-Rey, Mills College.*

### 6B. Crossing Cultures, Connecting Cultures: Two Workshops (Marina del Rey)

#### Development Education Trips: Taking Global Citizenship On (and Off) the Road

This session will chronicle the presenter's experiences leading a group of high school students on a development education trip from Vancouver, Canada to a small rural village in the Ecuadorian Andes. With slides and narrative, this presentation will illustrate the challenges, risks, and rewards of such projects and will explore issues surrounding global citizenship, culture(shock), and community.

- *David Darts, University of British Columbia, Canada.*

#### Strategies for Teaching Peace to Youth of Color

This session explores the importance of allowing youth of color to express themselves as leaders with confidence and respect. Demonstrating cultural connections, generational reciprocity, spirituality, and activism teaches youth of color how to effectively speak with empathy, intellect, and confidence.

- *Linda Turner Bynoe, California State University, Monterey Bay.*

### 6C. "The Borders": A Curriculum on the U.S.-Mexican Border (Monterey)

In a teacher/student teacher collaboration, we constructed curriculum that explored historical and contemporary issues around the U.S.-Mexican border and its connection to the lives of children in an urban setting in New York City. Using teacher narrative and critical reflections, we also examined the pedagogical beliefs, values, and personal experiences that influence the creation of a multicultural, transformative curriculum.

- *Robyn Ulzheimer, P.S. 87, New York City and Teachers College, Columbia University.*
- *Edwin Mayorga, P.S. 165, New York City.*

### 6D. The Cards We Play: Negotiating Perspectives for Our Selves and Our Students (Santa Barbara)

Two teacher educators share how they use their personal identities and perspectives to help students understand how their identities influence their pedagogy. The session will offer opportunities to investigate how these two professors negotiate their respective approaches to issues of diversity. Participants will experience different instructional strategies that address privilege and oppression.

- *Ann Schulte, California State University, Chico.*
- *Anne René Elsbree, California State University, Chico.*

### 6E. Movigenics: A Spatial Orientation to Teaching and Learning (Santa Clara)

Physical use of space influences and reveals our learning styles, according to Ray Barsch, who developed a theory that relates human movement to cognition. Participants will learn to view themselves and others through a different lens, one that can help them understand and teach students in a more equitable fashion.

- *Kristeen Pemberton, San José State University.*

*Continue the discussions and collaborations of this conference and join the e-mail discussion list for CAOÉ. Sign up at the Registration Table, or contact Kevin Kumashiro, Director of CAOÉ, at [kumashiro@antioppressiveeducation.org](mailto:kumashiro@antioppressiveeducation.org).*

**BREAKOUT SESSION #7****7A. Resistance among Student Teachers: Two Workshops (Monterey)****How Do We Reach Students Who Feel No Need to Understand Oppression?: A Search for Answers**

Given an intensive community experience, service learning in schools with large minority populations, four courses linked around the theme of social justice, and students' self-selection into this program, why is it that some students still resist any and all discussions of oppression? This session presents the variety of techniques used and searches for what else might be done to bring along these future teachers.

- *John Bruno, Florida State University.*
- *Rosemary Traore, Florida State University.*
- *Melissa Hartley, Florida State University.*
- *Lisa Hawthorne, Florida State University.*

**(Re)visions to a Secondary Teacher Education Course: Disrupting Hegemonic Understandings and Performances of Education**

In this session we explore the ways that (re)visions to a secondary teacher-education program provided structured reflection spaces to facilitate critical consciousness-raising experiences that disrupted hegemonic understandings and performances of education. We give specific attention to how course activities challenged pre-service teachers' identities as individuals and as future teachers.

- *Debra M. Freedman, Pennsylvania State University.*
- *Patricia L. Bullock, Pennsylvania State University.*

**7B. When Teachers Come Together: Two Workshops (Santa Clara)****Teacher-Leadership Tensions and Transformations: The Indiana English Teachers Collaborative for Social Justice**

This interactive session draws on ongoing research, focusing upon a group of secondary/postsecondary teacher-researchers in English and English education committed to social justice. We explore the particular conceptions and contradictions that arose as participants alternately embraced and resisted teacher-leadership roles within the group, even as they demonstrated leadership capabilities beyond it.

- *Mary Beth Hines, Indiana University.*
- *Beth Lehman, Indiana University.*

**Journeys into Urban Education: From Urban Classrooms to a Just Society**

Six college professors present the poetics of their autobiographical journeys from grounded experience in urban education. They will tell stories of themselves and their students teaching/struggling and thriving in culturally, economically, and linguistically diverse classrooms.

- *June Kearney, Holy Names College.*
- *Thea Maestre, Holy Names College.*
- *Kim Mayfield, Holy Names College.*
- *Norma Murphy, Holy Names College.*
- *Karen Teel, Holy Names College.*

**7C. Addressing Sexual "Taboos": Three Workshops (Newport Beach)****A Grim Fairy Tale: Performatively Reworking Trauma through Narrative**

I am a gay man researching taboo topics in education, which involves re-working and re(w)riting my history of mother-son incest. Drawing on wounded storytellers, mythopoetics, and performative inquiry, I will demonstrate how to reclaim voice through narrative approaches, including the fairy tale.

- *Kevin Kirkland, University of British Columbia, Canada.*

**Sexual Politics, Identity, and Second-Class Citizenship: An Integrative Approach to Teaching Students about the Legitimacy of the LGBT Community**

This presentation draws from a range of sources in queer studies to critically examine notions of citizenship and sexual identities. Implications for the classroom will be explored.

- *Benjamin Brenkert, Hofstra University.*

**Making the Invisible Visible: Reflections on a New Course in Teacher Education**

Although South Africa's liberal Constitution protects the rights of homosexuals, teacher-education courses dealing with non-normative sexualities are still seen as "controversial" and "sensitive." This presentation reports on initial attempts to introduce components into Educational Studies courses that enable students to confront their own prejudices and to think differently about their roles as educators in a democracy.

- *Eric Richardson, University of the Witwatersrand, Johannesburg, South Africa.*

**7D. Music and Media: Two Workshops (Marina del Rey)**

**Teaching Social Justice through Jazz: Resistance, Resilience, and Hope**

This session will present creative and challenging critical pedagogy that integrates social justice curriculum and jazz. We will present instructional strategies that facilitate optimal learning experiences for culturally and linguistically diverse students. Jazz selections will focus on music of resistance, resilience, and hope.

- Josephine Arce, San Francisco State University.
- Art Sato, San Francisco Unified School District and KPFA Radio Station.

**America Strikes Back?: Critical Media Literacy in Times of War**

In this session, the facilitator will discuss the origins, purpose, and responses to her recently launched website, Critical Media Literacy in Times of War (<http://www.tandl.vt.edu/foundations/mediaproject>), which is designed to engage students in analyzing issues such as how international and domestic press report on anti-war protests, civilian casualties in Afghanistan, and the sanctions in Iraq.

- Megan Boler, Virginia Polytechnic Institute and State University.

**7E. Teacher as Author, Learner as Storyteller: Two Workshops (Santa Barbara)**

**Teacher as Dialogic Author: Philosophies of Teaching Implicated**

Colleagues are invited to participate in the creation of imaginative possibilities emerging from a novel metaphor, "teacher as dialogic author." This metaphor has the potential to implicate our notions of pedagogy as a non-oppressive act. Witness our teaching philosophies transformed in front of our eyes.

- Lyudmila Bryzžbeva, Adelphi University.

**An Introduction to StoryLines for Literacy: Collaborative Community Building through Story and Theatre**

Participate in learning activities that are fun, co/pro/active, and stimulating. This workshop will show what can be accomplished through listening to, creating, and telling stories, as well as physical activity, attentive listening, and positive affirmation. The *StoryLines for Literacy* workshop model is endlessly adaptable.

- Annie Smith, University of British Columbia, Canada.

**CLOSING PLENARY SESSION (Irvine)**

**Teacher Education in Times of War: Why Our Work Matters**

Prominent and influential educators, teacher educators, activists, and leaders from across the United States share their thoughts on one of the most pressing issues in the world today, namely, the escalating "war on terrorism." What does it mean to prepare teachers to teach towards social justice in times of war?

Margo Okazawa-Rey, Director, Women's Leadership Institute, and Visiting Professor, Women's Studies, Mills College. Okazawa-Rey's co-edited books include *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development* and *Women's Lives: Multicultural Perspectives*. Her current research examines the interconnections between militarism and globalization of the economy, and she is co-founder of the East Asia-US-Puerto Rico Women's Network Against Militarism.



Richard Ruiz, Professor, Department of Language, Reading, and Culture, University of Arizona. A former editor of *Bilingual Research Journal*, Ruiz has consulted for governments around the world on language planning and policy development. He is a member of the National Planning Committee for Brown Plus 50 (a conference commemorating the Brown v BOE Supreme Court decision) and is currently the Director of Social Justice for the American Educational Research Association.

Mara Sapon-Shevin, Professor, Teaching and Leadership Programs, Syracuse University. Sapon-Shevin consults frequently with schools districts that are attempting to move toward more inclusive schools and has just published her latest book, *Because We Can Change the World: A Practical Guide for Building Cooperative, Inclusive Classroom Communities*. She is Co-President of the International Association for the Study of Cooperation Education.

