10-28-2010

Race and Pedagogy National Conference 2010 Program

University of Puget Sound

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Part of the Education Commons, and the Race and Ethnicity Commons
These beginning years of the 21st century mark the fifth decade since the watershed social and educational legacies of the 1960s. The 1960s marked a moment when diverse and differential community struggles to challenge and change centuries-long oppressive, dehumanizing, and discriminatory social structures, relations, and artistic images based on race reached a notable threshold with the civil rights movement being most frequently memorialized as a signal marker of this time. Pressured by the historical urgency, unrelenting courage, sacrificial example, and specific demands of social movement actors, key breakthroughs in K-12 and higher educational institutions were achieved.

Even as we live as inheritors of such legacies in our moment, we are simultaneously experiencing crucial shifts, which though connected are also distinct from the 20th century momentum of the 1960s. It appears that we are awash in new, proliferating and perplexing faultlines of W.E.B Du Bois’ end of 19th century prescient declaration of the problematic of the color line. Many are voicing the notion that these shifts are multi-edged and replete with possibilities and pitfalls. For some, the national and international significance of the 2008 election of Barack Obama as U.S. president has suggested that we have arrived at a post-racial utopia. Others warn that this time–our time–may also be a retrenchment that is reminiscent of previous crucial historical moments, such as Reconstruction and the immediate post-civil rights era, marked by the stalling of social policies and practices as part of a backlash against civil rights victories. We need to discern our moment’s opportunities and dangers so as to forge responses to its educational and social injustices that are deepening the experiences of oppression for people of color, underrepresented minorities, and people of low income. It is this sense of social urgency and moral weight that has produced the impetus for gathering for this our second Race and Pedagogy National Conference around the overarching imperative, Teaching and Learning for Justice: Danger and Opportunity in Our Critical Moment.

Our first Conference theme, Understanding the Critical Moments of Possibilities and Pitfalls in Education, the Arts and Society, reflects and interrogates efforts to comprehend our critical moment and to create productive and collaborative approaches to addressing it. Such probing is both vacuous and impossible without placing ourselves in conversation and contexts with differentially located others and institutions. Thus our second theme asks us to consider Innovations in Partnerships for Educational Justice, inviting us to explore the role of imagining and building different institutional partnerships as pivotal in rethinking how we might achieve invigorating educational experiences, generate excellent and just educational outcomes for students at all levels, and better prepare students to be critically engaged, aware, accountable, and able to function as community, national, and global citizens. It is the exponential and unexpected energy and synergy that emerge from our sustained commitment to remaining attentive to and acting through reflexive partnerships in the conditions and contexts of our moment that will help us to respond to the Dilemmas and New Directions in Pedagogy about Race that face us – the emphasis of our third Conference theme. This is the purposeful dialogue, questioning, discerning, (re)defining and action that will seize us over these October days together.
October 28, 2010

Dear Conference Participant,


While every historical moment in which we live seems to us a critical one, evidence abounds that these are particularly significant times for the history of American education, for the attitudes about race in our society, and for our collective commitment to justice and equality. All of us have seen, directly and indirectly, how dramatically the current economic crisis in which we find ourselves has emphasized the dangers (and the opportunities) embedded in these deeply interconnected issues. It is time for us to examine them together with a clear eye and a clear vision. That is the purpose of this conference.

This gathering builds on the success of the 2006 Race and Pedagogy National Conference and the sustained efforts of Puget Sound faculty, staff, students, and community partners. It brings together a diverse and impressive collection of learners and teachers from across the country to consider some of our most fundamental challenges in education, the arts, and society. The keynoters represent a stellar list of scholars, artists, humanitarians, practitioners, and policy makers. The concurrent sessions offer an opportunity to go deeply into explorations of what is at stake in this critical moment and consider the courses of action available to us.

The conference is a direct product of the Race and Pedagogy Initiative at Puget Sound, a collaboration between the university and the South Sound community that began in 2003 and has taken a unique, strategic place in the university’s broad Civic Scholarship Initiative. Our community partners and our sponsors have been essential to the success of this conference. Please note in the program materials the names of the foundations, corporations, and organizations that have complemented our investments in time, resources, and finances to make this event possible. We are grateful to them all.

During another critical moment for our democracy, Franklin Roosevelt said that “Knowledge—that is, education in its true sense—is our best protection against unreasoning prejudice and panic-making fear.” We might add that the real safeguard of education in its true sense is the proper practice of open debate and mutual respect that is the hallmark of our democracy and the true enemy of racial prejudice. This conference presents a time for us to once again challenge ourselves to defend the principles of our democracy and advance our collective knowledge about the persistent threat of racism in America.

Thank you for being part of that vital enterprise.

Sincerely,

Ronald R. Thomas
President
October 28, 2010

Dear Conference Participant,

I am honored to join in welcoming you to the 2nd Quadrennial Race and Pedagogy National Conference. The conference allows us 50 precious hours, insofar as we are able, to put aside the tyranny of daily details to come together – truly, to bring together the collective intelligence of teachers, scholars, students, community leaders, campus colleagues, sponsors and friends – to continue to refine, extend, and question our understanding of the pedagogical implications of race; to consider how to improve the racial-cultural experiences of all our students; and to strengthen our commitments to prepare our students for citizenship and leadership in a diverse world where race continues to matter. On behalf of all who teach and learn at Puget Sound, I express warm welcome. We are very pleased that you have chosen to join this conversation, one open to a wide array of persons of diverse viewpoints, all of whom care about education.

The conference is the culmination of two years of planning by a broad group of faculty members, staff members, students, and community members – led by Professors Dexter Gordon, Grace Livingston, Nancy Bristow, and Carolyn Weisz – all persons whose clear commitment, long hours, and negotiation of challenging issues have again brought vision to reality. On behalf of the campus community, I express profound gratitude for the work that the planning team has contributed to all of us.

The conference is organized around three primary themes:

  • Understanding the Critical Moment of Possibilities and Pitfalls in Education, the Arts and Society explores competing discourses about race in the wake of Barack Obama’s election as U.S. president and effective responses to deepening educational and social injustices.

  • Innovations in Partnerships for Educational Justice explores the ways in which imagining and developing different institutional partnerships can improve educational outcomes for students at all levels.

  • Dilemmas and New Directions in Pedagogy about Race explores how education about race occurs and the challenges to and contexts for effective critical pedagogy.

Whether you engage these topics through plenary lectures in the Memorial Fieldhouse; poster presentations on teaching and learning about race in Wheelock Student Center Rotunda; scholarly panels, conversation spaces, and plenary sessions across the campus; or the stunning array of “moments of art” throughout the conference, we are confident that you will be inspired to reflect upon important questions, provoked to challenge prevailing practices, and motivated to act to make a difference for students. Thank you for your work in these precious, critical hours.

Sincerely,

Kristine Bartanen
Academic Vice President
Community Partners Forum
Tacoma, WA

October 28, 2010

Dear Conference Participants,

We are pleased to welcome you to this 2nd Race and Pedagogy National Conference. On behalf of many Community Partners who have collaborated and worked with the University of Puget Sound (UPS) over the past 4 years in the conceptualization of and planning for this conference, we are delighted that you have chosen to be here. The theme “Teaching and Learning for Justice: Danger and Opportunity in Our Critical Moment” is a reflection of the sense of urgency that we share about human rights, civil rights, and social justice, which includes the current state of education reform in this nation.

For us, this Conference is a continuation of the shared involvement of the community and UPS in the struggle against the structural inequalities in our society. The Community Partners Forum is a coalition of individuals and organizations representing an increasingly broad spectrum of the Puget Sound who have forged ways to come together in partnership with the university to discuss and shape strategic action on a range of issues related to education and the life and health of our communities, including facilitating the academic excellence of our children and empowering parents as their first teachers. Our attempts to address the impact of racism in our schools, communities, and society are aided by this partnership and our critical and defining lessons learned from the making of it. We seek to address the academic achievement gap that results from the lack of equity, access, and opportunity for all students. We see this endeavor as part of a movement and not just a singular event that happens every 4 years. The wealth of speakers, panels, workshops, roundtable discussions, posters, and art events extends our knowledge and understanding of the issues that face us all and we are proud to be partners along this continuum.

The extraordinary leadership of UPS has enacted the Race and Pedagogy Initiative through which it is making some strategic moves to help the surrounding communities deal with social and environmental problems. As an institution of higher education, Puget Sound is honing a community dialogue model to gather information and provide leadership for practical and thorough solutions to the terrible social ills affecting us all. We realize that inequities in education are a debilitating part of a larger social structure and are proud to have played an active role in the development of specific panel presentations on significant topics of our time. Your presence and participation are greatly appreciated as we work to improve the cultural experiences of our students and prepare them for local and global citizenship and leadership with the capacity to critically interpret and act on matters of race. Our coalition is poised for the challenges that lie ahead. We are committed to remaining reciprocally connected and involved with the university in significant ways in this emerging educational and social movement. Your contributions toward this end are greatly appreciated.

We look forward to meeting you and helping you to navigate this outstanding conference program and to make your experience a memorable one.

Our best wishes,

Tom Hilyard, Director – Pierce County Community Services
Julio Quan, Retired Executive Director – Centro Latino
Dr. Thelma A. Jackson, President – Foresight Consultants
Dear Conference Participants,

On behalf of our leadership team of Grace Livingston, African American Studies; Nancy Bristow, History and African American Studies; Carolyn Weisz, Psychology, I am proud to welcome you to the 2nd Quadrennial Race and Pedagogy National Conference. To organize this conference, the leadership team has worked with our outstanding Conference Steering Committee and sub-committees of more than 50 students, staff, and faculty working alongside our expanding roll of Community Partners all with the administrative support of the Race and Pedagogy Initiative (RPI) staff Alice Coil, student workers Bailey Gilmore and Sohan Punatar, and intern Sonja Morgan.

The conference is a product of the RPI and is made possible by the material and philosophical investment of the University of Puget Sound through its Civic Scholarship Initiative and through the contributions of conscientious community and business sponsors. Our first National Conference of September 14-16, 2006 was the catalyst for the transformation of the Race and Pedagogy Program into what is now the Race and Pedagogy Initiative.

Our 2nd National Conference, as part of our ongoing work of RPI, and developments within education and on the broader national scene situate us for sustained, effective, responsive action in our trajectory towards the establishment of the Race and Pedagogy Institute. This conference continues the evolution of our efforts in that direction and it marks for us a significant milestone in the development of the long-term work of Race and Pedagogy. Within the framework of this conference we begin to explore together what it means to advance considerations of race and pedagogy from their initial phases to the status of institutions within our educational apparatus. Such probing will engender profound and searching questions about their place, for example, in a revitalized liberal arts educational agenda. Primary questions might include whether the explicit promotion of rigorous scholarly practices should be linked intentionally with responsible social engagement. Such a question is central to the work of race and pedagogy which finds its legitimacy in the troubling historical nexus between race, knowledge, and the question of what it means to be fully human. The need for substantial, contemporary, critical work in the area of race and pedagogy is highlighted by the devastating 2010 Schott Foundation 50 State Report on Public Education and Black Males which Geoffrey Canada calls “nightmarish.” The report reveals that the average graduation rate for black boys across the nation in the 2007-2008 school year is 47%, with rates as low as 25% in some areas. Further, the rapidly changing demographics of the nation, the election of an African American to its presidency, ongoing wars overseas, and the crisis in education, all within the context of a lingering economic decline have brought to the forefront of public debate anxieties about immigration, and the place of minority groups within the society. These features taken together constitute a critical moment and one which calls for action to determine whether human and civil rights and justice will advance or be thwarted. Thank you for joining us to explore what it means to teach and learn with a focus on justice within such a moment.

Your presence as part of this Conference indicates that you have been hailed by the multiple, diverse, creative, constructive, and collaborative voices and energies undertaking this ambitious project. Teachers and learners, academics, artists, activists, and administrators cross old institutional and intellectual boundaries of campus and community, schools and society, the popular and the scholarly in this venture to work together in an effort to fulfill a common purpose: To provide quality education for all students.

Enjoy the four premium plenary sessions with their rich offerings. Interact with students in their thoughtful poster presentations. Select from the six splendid spotlight presentations, the fifty-two substantial and ranging concurrent sessions, the breakfast and lunchtime conversation spaces, and as many of our striking “30+ artistic moments” as you can. As you make your choices, engage old colleagues, and make new friends I invite you to a deeper understanding of some of the critical moments we face in our efforts to educate our children. I hope you have a chance to both share and explore with others innovations and partnerships making a difference for students. Finally, I hope you take advantage of the ample opportunities to think deeply about the dilemmas we face and the prospects of new directions with promises of transformation.

The superior quality of our conference offerings is a direct reflection of the pedigree of the team that put them together, a team that includes many of you. As you benefit from the robust offerings of this vast undertaking, please join me in expressing profound thanks and deep gratitude to the outstanding team of planners and presenters, co-sponsors and supporters whose joint efforts over two years moved this entity from vision to reality.

All members of the planning team as well as our indefatigable Community Partners are listed in the back of this program and though I wish to list them all here, space does not permit. Still, I wish to express special gratitude to our subcommittee chairs who, along with their teams and with our Community Partners, went so far beyond the call of duty that I am simply left speechless by the volume and caliber of their work. Geoff Proehl, Elise Richman, Rosalind Bell –Arts and Special Events; Jeff Matthews, Jane Kenyon, and Kim Bobby –Budget and Finances; Sarah Stall and Derek Buescher –Publicity and Outreach; Grace Livingston and Susan Owen –Program Development; Nancy Bristow and Stephen Philbrook –Logistics; Carolyn Weisz, Julie Neff-Lippman, Sharon Chambers-Gordon, Ayanna Drakos and Sara Jackson –Campus Development –thank you. Community Partners represented through their welcome message by the formidable team of longstanding community leaders Thelma Jackson, Julio Quan, and Tom Hilyard –thank you.

Thank you all for being part of this exciting reality.

Dexter B. Gordon, Chair
THURSDAY, OCTOBER 28

Registration
12:00 PM - 7:00 PM
Wheelock Student Center

Conference Kickoff Event
7:00 PM - 9:30 PM
Memorial Fieldhouse

2010 Race & Pedagogy National Conference and The Susan Resneck Pierce Lecture in Public Affairs & The Arts presents:

Mr. Harry Belafonte
Civil Rights Activist and Performance Artist

Mr. Harry Belafonte will deliver the opening keynote speech addressing the topic of social justice, youth, and the future of the nation. Beginning with his early engagement in the Civil Rights Movement in the 1950s, Belafonte has been a leading campaigner for human rights through civic engagement for more than a half a century. While maintaining this active engagement Belafonte has been a trailblazer in the arts where his work in music and on screen has promoted engagement with and opportunities for artists across races and cultures. Belafonte is credited for his signal contribution to the success of the Civil Rights movement in pointing the nation in the direction of equality, fairness, justice, and opportunity for those previously excluded from the full benefits of citizenship. Strikingly, Belafonte shows no sign of slowing down, indeed, he has taken on new commitments to engage a new generation in purposeful civic action with his founding in 2005 of “The Gathering, a civil rights organization dedicated to building a national movement to end child incarceration and address social unrest.” Moved to his latest action by the disheartening sight of five-year-old Jaisha Scott being handcuffed in school by four police officers for being unruly in school, Harry Belafonte acknowledges that the nation is facing a critical moment with a pressing need for engagement across cultures, races, and generation.

The Conference Kickoff Event begins with musical performances by The Adelphian Concert Choir, University of Puget Sound (Steven Zopfi, conductor) and Jerusalem’s Gate, Shiloh Baptist, Tacoma (James Wilkens, Founder).

FRIDAY, OCTOBER 29 - SATURDAY OCTOBER 30

Mural Project

Come watch as artists Chris Jordan and Kenji Stoll of Tacoma’s Fab-5 (Eddie Sumlin, director) create a mural surveying the movement of the Race & Pedagogy Initiative toward, through, and about its 2010 National Conference. They will be working on this mural over the course of the conference in the Piano Lounge, adjacent the Info Desk in Wheelock Student Center. Join them during lunch on Friday and Saturday and see the final product at the reception in Wyatt Atrium, Saturday, 4-6 p.m.
Registration
7:00 AM - 7:00 PM
Wheelock Student Center

Continental Breakfast
7:00 AM - 8:30 AM
Wheelock Student Center
Memorial Fieldhouse

Plenary Session
8:30 AM - 10:30 AM
Memorial Fieldhouse

“Beating the Odds: Higher Education’s Role in Preparing Minority Students for Success in Science, Technology, Engineering, and Math (STEM)”

PLENARY SPEAKER President Freeman Hrabowski III
University of Maryland Baltimore County

President Hrabowski of University of Maryland Baltimore County has been recognized for his effective stewardship of this 36-year-old institution. He is a national authority on the issue of recruiting and nurturing excellence in mathematics and science among African-Americans at the college level. This endeavor represents an effective response to the enduring national challenge of providing broad access among historically underrepresented groups to college education and to the preparation for leadership in a range of disciplines including mathematics and the sciences. This issue is at the heart of our national deliberations about higher education and its partners and their role in the nation’s effort to sustain a thriving democracy. According to the Baltimore Sun, President Hrabowski undertakes this task with “energy and missionary zeal.” Hrabowski’s leadership and innovative partnerships with private business to address this issue of common concern is exemplary. He shows the way for any effort committed to engaging the broader polity in focused and informed approaches to solving longstanding problems of underrepresentation and cultural isolation among some groups in the society.

Panel Discussion with Regional College & University Presidents

MODERATOR President Ronald Thomas, University of Puget Sound

PANELISTS
President Freeman Hrabowski III, University of Maryland, Baltimore County
President Lyle Quasim, Bates College
Chancellor Patricia Spakes, University of Washington, Tacoma
Executive Director, Artee Young, The Evergreen State College, Tacoma Campus

Plenary session begins with dramatic excerpts from "New Black Math" by Suzan-Lori Parks and 1620 Bank Street by C. Rosalind Bell.

Break
10:30 AM -10:45 AM

Spotlighting the Issues
10:45 AM - 11:45 AM

Spotlight 1 Presentation
Norton Clapp Theatre, Jones Hall

✓ Remembering/Re-envisioning Cultural Arts in K-12 Classrooms

PRESENTER Antonio Davidson-Gómez, Musician and Educator

Spotlight 2 Panel Session
Schneebeck Concert Hall

Revolutionizing the Education Reform Debate

CHAIR Thelma Jackson, President Washington Alliance of Black School Educators & Founder and President, Northwest Institute For Leadership and Change

PANELISTS
Dawn Chirwa, Chief of Staff for U.S. Programs, Bill & Melinda Gates Foundation
Amy Wilkes, Vice President for Government Affairs and Communications, Education Trust
Karen Waters, Coordinator, Excellent Schools Now Coalition
Friday, October 29

Spotlight 3 Panel Session

History and Rhetoric of Our Racial Present

Chair & Discussant: A. Susan Owen, Professor, University of Puget Sound

Panelists:
- Michael Honey, Fred T. and Dorothy G. Haley Endowed Professor of the Humanities & Professor, Labor and Ethnic Studies and American History, University of Washington, Tacoma
- Mark McPhail, Dean of College of Arts and Communication, University of Wisconsin-Whitewater

Break

11:45 AM - 12:00 PM

1.0 Concurrent Sessions

1.1 Panel Session

Culture and Pedagogic Competencies: Teacher Professional Development at the Crossroads of Our Critical Moment

Chair & Discussant: Erin Jones, Assistant Superintendent of Student Achievement, Office of the Superintendent of Public Instruction, State of Washington

Panelists:
- Frederick Douglass Alcorn, ABD, The Fielding Graduate University, “Am I My Brother’s Keeper? Classroom Restructuring (Not Reform) Strategies for Facilitating Achievement Attitudes and Habits Among Males of African American and Ethnically Mixed Descent”
- Carol Bonilla Bowman, Assistant Professor, Ramapo College of New Jersey, “Mentors as Educational Partners Models”

1.2 Panel Discussion and Workshop Session

Toward Renewed Pedagogical Praxis and Partnerships for the Educational Excellence of Students of Color: In the Formal Classroom and Beyond

Chair & Discussant: Terry Beck, Professor, University of Puget Sound

Panelists:
- Radha Radkar, BA/MA student, St. John’s University, Co-Chair, “Inclusive But (Un)Equal: Equity as Technology for Institutional Racism in Educational Discourse”
- Jody Ludlow, doctoral candidate, St John’s University, Co-Chair, “Discourse Manipulation: How Anti-Affirmative Action Laws Appropriate Civil Rights Language”
- Kathie Cheng, doctoral candidate, St. John’s University, Discussant, “Criminalizing Youth of Color through Coded Language and Repressive Policing”
- Carmen Kynard, Assistant Professor, St. John’s University, Discussant, “Crank That English Paper: Whiteness as Property in Educational Maintenance of Standardized English/Academic Discourse”
- Lauren Ball Williams, doctoral candidate, St John’s University, Discussant, “Contextualizing the Core: Bringing Critical Race Theory to the First Year Writing Classroom”

1.3 Panel Session

The Lincoln Center Extended School Day Model: It Ain’t Rocket Science

Panelists:
- Patrick Erwin, Co-Principal, Lincoln High School
- Amy Lavold, Language Arts Teacher, Lincoln High School/Lincoln Center
- Nathan Gibbs-Bowling, Social Studies Teacher, Lincoln High School/Lincoln Center
- Sara Balk, Math Teacher, Lincoln High School/Lincoln Center

1.4 Panel Session

Discourse, Schooling, Composition-Rhetoric, and the Displacement of Black and Latino Youth: Toward Critical Race Theories

Panelists:
- Radha Radkar, BA/MA student, St. John’s University, Co-Chair, “Inclusive But (Un)Equal: Equity as Technology for Institutional Racism in Educational Discourse”
- Jody Ludlow, doctoral candidate, St John’s University, Co-Chair, “Discourse Manipulation: How Anti-Affirmative Action Laws Appropriate Civil Rights Language”
- Kathie Cheng, doctoral candidate, St. John’s University, Discussant, “Criminalizing Youth of Color through Coded Language and Repressive Policing”
- Carmen Kynard, Assistant Professor, St. John’s University, Discussant, “Crank That English Paper: Whiteness as Property in Educational Maintenance of Standardized English/Academic Discourse”
- Lauren Ball Williams, doctoral candidate, St John’s University, Discussant, “Contextualizing the Core: Bringing Critical Race Theory to the First Year Writing Classroom”
1.5 Panel Session  
**Jones Hall, Room 202**

**Creative Engagements of Identity, Identification and Intersectionality for Teaching and Learning Across the Human Sciences**

**CHAIR** Priti Joshi, Associate Professor, University of Puget Sound  
**PANELISTS**  
Nicole Williams, doctoral candidate, The Ohio State University, “Blogs: Racial Identity Development of Preservice Teachers”  
Lesley Larkin, Assistant Professor, Northern Michigan University, “Misplacing Identification in the American Literature Classroom”  
Jessica Kaiser, doctoral candidate, Purdue University, “The Discomfort of Discussion”

1.6 Panel Session  
**Rausch Auditorium, McIntyre Hall, Room 003**

**Struggling Over the Nation's Narratives of Itself: Subordination, Canonization and Retrenchments**

**PANELISTS**  
Heather Bruce, Professor, University of Montana, “Peacebuilding in Indian Country: Indian Education for All”  
Lynette Parker, doctoral candidate, University of California Berkeley, “The Canonization of Civil Rights Leaders and the Chronological Misrepresentation of the Civil Rights Movement”  
Richard Orozco, Assistant Professor, Oregon State University, “Adios, La Raza: Arizona’s attacks on K-12 Ethnic Studies”  
Hans Ostrom, Professor, University of Puget Sound, “A Timely Message from the Past: Viewing Current Enactment of Critical Race Moments Through the Lens of the Harlem Renaissance”

1.7 Panel Discussion and Workshop Session  
**Murray Boardroom, Wheelock Student Center**

**Tacoma and Food: Creating a Food Equitable City**

**PANELISTS**  
Danielle Harrington, Food Educator and Farmer, Tacoma Community  
Dean Jackson, Urban Farmer, Hilltop Urban Gardens  
Glynnis Kirchmeier, Alumna, University of Puget Sound  
Stephanie Leisle, Environmental Educator  
Kristen McIvor, Community Garden Coordinator

1.8 Panel Session  
**McIntyre Hall, Room 103**

**Gathering Knowledge Sources for Reading Our Critical Moment: Situated Lessons from Our Racial Pasts**

**CHAIR & DISCUSSANT** Derek Buescher, Associate Professor, University of Puget Sound  
**PANELISTS**  
Erica Clarke, doctoral candidate, University of Pittsburgh, “Bacon’s Rebellion and the Role of Race as a Diversionary Tactic in American Educational Society”  
Darrel Enck-Wanzer, Assistant Professor, University of North Texas, “Rethinking Coloniality and Racial Formation with the New York Young Lords”  
Alexander (Olek) Netzer, Organizational Consultant, Tel Aviv, Israel, “Teaching Against Dehumanization: A Radical Change in Approach to Peace Education”

1.9 Roundtable Session  
**Rasmussen Rotunda, Wheelock Student Center**

**The Education Reform Revolution: A Movement Show Time Has Come!**

**CHAIR** Thelma Jackson, President Washington Alliance of Black School Educators & Founder and President, Northwest Institute For Leadership and Change  
Bernal Baca, Governor Appointee, WA State Board of Education  
Chris Korsmo, Executive Director, League of Education Voters
1.10 Panel Session  
**Howarth Hall, Room 203**  

**Religion and Race in this Critical Moment**

**Panelists**

- Greta Austin, Associate Professor, University of Puget Sound, “Race in Colonizing Christian Discourses”
- Matt Ingalls, Assistant Professor, University of Puget Sound, “Islam: The Other Non-White Meat”
- Judith Kay, Professor, University of Puget Sound, “Exodus: Religious Narrative and the Prospect of a Black-Jewish Alliance”
- Cynthia Moe-Lobeda, Associate Professor, Seattle University, “Church in, as, and against White Racism”

1.11 Workshop Session  
**Norton Clapp Theatre**

**Race, Class and Visual Art: A Critical, Political, and Pedagogical Exploration of Contemporary Art**

Marita Dingus, Visual Artist and Educator

Sandra Jackson-Dumont, Kayla Skinner Deputy Director of Education and Public Programs at the Seattle Art Museum (SAM)

**Procession—open to all**  
*Karlen Quad*

Following Marita Dingus’ and Sandra Jackson-Dumont’s discussion of Marita’s “Buddha As African Enslaved,” thirty individuals will lift in procession Dingus’s 65 ft. fabric giant, carrying it on a path that weaves through the campus to the Rotunda in Wheelock Student Center where it will bear witness to those historical moments that continue to shape our lives. Inspired by her trip to China in 1995 as a delegate at the Fourth World Conference on Women, Marita’s Buddha is “an African captive making the Middle Passage – a gigantic Everyslave whose overwhelming scale and spiritual composure are antidotes to its enforced passivity” (from *Waste Note* by Vicki Halper). All are welcome to join the procession that will assemble in Karlen Quad at 1:15 p.m. Procession is directed by C. Rosalind Bell and Jacki Ward.

### Lunch and Conversation Cafés

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<th>Time</th>
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<tr>
<td>1:15 PM - 2:15 PM</td>
<td>Rasmussen Rotunda, Wheelock Student Center</td>
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<td>Memorial Fieldhouse</td>
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### Plenary Session

**“Recognizing Critical Moments: An Educator’s Perspective”**

**Plenary Speakers**

- Professor Richard Delgado  
  University Professor of Law  
  Seattle University School of Law  
- Professor Jean Stefancic  
  Research Professor of Law  
  Seattle University School of Law

Richard Delgado and Jean Stefancic are law professors and leading theorists and writers on race and the law. Delgado is one of the leading commentators on race in the United States. He has appeared on Good Morning America, the MacNeil-Lehrer Report, PBS, NPR, the Fred Friendly Show, and Canadian NPR. He has been acclaimed as a triple pioneer. He was the first to question free speech ideology; he and a few others invented critical race theory; and he is both a theorist and an exemplar of the importance of storytelling in the workings of the law. Delgado holds the title of University Professor at Seattle University School of Law. Stefancic is Research Professor of Law at Seattle University, where she writes about civil rights, law reform, social change, and legal scholarship. She has written and co-authored over 40 articles and 15 books, many with her husband Richard Delgado, with whom she shared writing residencies at Bellagio, Bogliasco, and Centrum. Their book, *Critical White Studies: Looking Behind the Mirror* won a Gustavus Myers award for outstanding book on human rights in North America. Her latest book, *How Lawyers Lose Their Way*, examines how law practice can stifle creativity. Stefancic and Delgado also serve as co-editors for two book series.

Plenary Session opens with a performance by University of Puget Sound’s Hui-O-Hawaii and Spoken Word by Antonio Edwards, Tacoma Poet Laureate, 2009-2010

### Break

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2.0 Concurrent Sessions

2.1 Panel Session

**Reality Check: Race and Diversity Dynamics**

**FACILITATOR** Sharon Chambers-Gordon, University of Puget Sound

**PANELISTS**
- Alana Hentges, University of Puget Sound
- Lori Ricigliano, University of Puget Sound
- Shirley Skeel, University of Puget Sound
- Tammy Smith, University of Puget Sound

2.2 Panel Discussion and Workshop Session

**Shifting the Literacy Paradigm: Writing, Performing, and Transforming Monologues with 9th Graders in an Urban High School**

**MODERATOR** Fred Hamel, Associate Professor, University of Puget Sound

**PANELISTS**
- C. Rosalind Bell, Dolliver Artist-in-Residence, University of Puget Sound
- Amy Lavold, Teacher, Lincoln High School
- Jennifer Zamira, Teacher, Lincoln High School

2.3 Panel Session

**Having a Say/Leading the Way: Narratives of Distress/Visions for Success for Academic Women of Color**

**PANELISTS**
- Mary-Antoinette Smith, Associate Professor, Seattle University
- Sharon Cumberland, Associate Professor, Seattle University
- Natasha Martin, Associate Professor, Seattle University
- Mo-Kyung Sin, Assistant Professor, Seattle University
- Sharon Suh, Associate Professor, Seattle University
- Pamela Taylor, Associate Professor, Seattle University

2.4 Panel Session

**Justice Begins with Contact: Students Cross Boundaries of Knowledge and Experience to Build Multicultural and Multiracial Understanding**

**CHAIR** Margi Nowak, Associate Professor, University of Puget Sound

**PANELISTS**
- Phillip Venditti, Instructor, Clover Park Technical College, "The Collaborative Cross-Course Student Involvement Project (CCSIP): A Venture into Multicultural and Multiracial Understanding"
- Sally Gove, Instructor, Clover Park Technical College, "The CCSIP As a Tool for Enhancing Rhetorical Breadth in College Composition Courses"
- Dayna Niedbalski, Student, Clover Park Technical College, "A Student's Experience in the CCSIP: Interaction and Analysis With a Filipina ESL Student"
- Theresa Ronquillo, Lecturer, University of Washington, Seattle, "Listen Up! Using Generative Interviewing to Build Discourse Between Academic Knowledge and Lived Experiences"

2.5 Interactive Workshop Session

**Sisters in the Struggle: Lifting as We Climb**

Da Verne Bell, Co-director, Pathways to Excellence for Educational Leadership
Leilani Nalua’l Russell, Co-director, Pathways to Excellence for Educational Leadership
2.6 Panel Session

Educated into Whiteness: The Possibilities and Pitfalls of Education for Rethinking & Redoing Race

CHAIR Mary Ann Villarreal, Assistant Professor, University of Colorado

PANELISTS
Ann Darling, University of Utah, “Assessing Research on Student Communication Competence: ‘Alpha Students’ and ‘Beta Students’ as Race-Evasive Codes”
Lisa Flores, Associate Professor, University of Colorado, Boulder, “Claiming Whiteness via Social Mobility: Racial Ambivalence as Rhetorical Strategy for the 1948 Argument for Educational Desegregation”
Liz Leckie, Assistant Dean, University of Utah, “(Not) Talking about Race in the Classroom: Avoiding a ‘Problem’ or a ‘Controversy’”
David Alberto Quijada, Associate Professor, Saint Mary’s College of California, “Yeah but he’s a white guy who ‘gets it’: A multilayered analysis of whiteness, activism, and intercultural alliances”

2.7 Panel Session

Ways of Knowing How to Really Fight the Power: Systemic Racisms and the Search for Institutional Change

CHAIR & DISCUSSANT Sharon Parker, Assistant Chancellor for Equity and Diversity, University of Washington, Tacoma

PANELISTS
Carol Schick, Associate Professor, University of Regina, Canada, “A Study of Principals’ Perceptions of Racism In Their Schools”
Stefanie Chambers, Associate Professor, Trinity College, “Mayors and Schools: Minority Voices and Democratic Tension in Urban Education”
Peter Campbell, doctoral candidate, University of Illinois, Urbana-Champaign, “Labor Unions Meet Race & Pedagogy in K-12 and Higher Education”

2.8 Panel Discussion

Contentious Racial Images in Popular Narratives

CHAIR Pepa Lago-Grana, Professor, University of Puget Sound

PANELISTS
Heather Bruce, Professor, University of Montana, “Sherman Alexie in the Classroom: This Is Not A Silent Movie. Our Voices Will Save Our Lives”
Briallen Hopper, doctoral candidate, Yale University, “A Time For Burning: Teaching Civil Rights Movement Films in the Obama Era”
Bill Haltom, Professor, University of Puget Sound, “The Cinematic Muhammad Ali as Symbol and Story”

2.9 Panel Session

Argument as Praxis: Examining Methods of Critical Race Pedagogy in Policy Debate

CHAIR Darrel Enck-Wanzer, Assistant Professor, University of North Texas

PANELISTS
Anjali Vats, doctoral candidate, University of Washington
Luis Magallon, MA student, California State University at Fullerton
David Peterson, doctoral candidate, University of California, Irvine

2.10 Panel Session

Race and the Criminal Justice System: Overcoming the New Jim Crow
Prevention, Re-entry & Recidivism, and Community Activism

CHAIR Judith Kay, Professor, University of Puget Sound

FACILITATOR Kate Luther, Assistant Professor, Pacific Lutheran University

PANELISTS
John Clayton, Assistant Secretary, Juvenile Rehabilitation Services, Department of Social and Health Services, Washington State
Frank Cuthbertson, Superior Court Judge, Pierce County, Washington State
Diana Falchuk, Director, Arts Connect, Hilltop Artists, Washington State
William James, Executive Director, Community Counseling Institute and Seattle Antioch University, Washington State
Earl X. Wright, Prisons Deputy Director, Department of Corrections and WA State Chapter President of the National Association of Blacks in Criminal Justice (NABCJ)
2.11 Panel Session  

Teaching and Research Methods for Transformational Transgressions  

**Chair** Kim Bobby, Clinical Associate Professor and Chief Diversity Officer, University of Puget Sound  

**Panelists**  

- Tanya Velasquez, Adjunct Faculty, South Sound Community College, “Community College Diversity Courses: How Do We Teach About Race for Critical Consciousness? Dilemmas? Successes?”  
- Eric Hamako, doctoral candidate, University of Massachusetts, Amherst, “Improving Anti-Racist Education for Multiracial People”  
- Benjamin Gardner, Assistant Professor, University of Washington, Bothell, “Cultural Research Methods: Teaching to Transform”  
- Jackie Belanger, Librarian, University of Washington, Bothell, “Cultural Research Methods: Teaching to Transform”  
- Amanda Hornby, Librarian, University of Washington, Bothell, “Cultural Research Methods: Teaching to Transform”

2.12 Presentation Session  

Learning to Read Photographic Representations: Imaging the Emergence of Salish First Peoples of Washington State and British Columbia  

**Moderator** Elise Richman, Assistant Professor, University of Puget Sound  

Matika Wilbur, Visual Artist

2.13 Panel Session  

Turning the Vision Into Reality: Integrating Academic Preparation, Advising, Mentoring and Financial Aid Into a College-Going Culture  

**Panelists**  

- Steve Schain, Scholarship Coordinator, Lincoln High School  
- Judy Brockhoff, Executive Director, Palmer Scholar Program  
- Carrier Staloch, Counselor, Metropolitan Development Council  
- Robert Jones, College Prep Advisors, College Success Foundation  
- Trevor Kagochi, Program Director, Peace Lutheran Community Center’s Hilltop Scholars Program

**Performance, Presentation, Discussion**  

7:00 PM - 9:30 PM  

Sons/Ancestors Players of Sacramento State University  

“NEW BLACK MATH”  

An essay by Suzan-Lori Parks  

Directed by Dr. Melinda Wilson  

Sons/Ancestors Players Ensemble Members: Tiffany Barrett, Stephanie Cochrane, Urias Davis, Ure Egbuho, Nupeer Garrett, Kamra Jacobs, Lindsey Molineaux, Breayanna Robinson, Brittany Sims, & Michael Smith  

(Performance contains strong and offensive language and challenging social themes. Do not take photos of or video the performance.)  

Following the performance is the premiere of a documentary on the founding of the Black Student Union and Black Studies at Puget Sound and followed by a conversation on the state of Ethnic Studies, 40 years and counting, in this—our—critical moment of contested identities and forms of knowledge, from Washington to Texas, Arizona, and beyond.
Saturday, October 30

Registration
7:00 AM - 12:00 PM
Rasmussen Rotunda, Wheelock Student Center

Breakfast and Conversation Cafes
7:00 AM - 9:00 AM
Rasmussen Rotunda, Wheelock Student Center
Memorial Fieldhouse
Trimble Forum

Plenary Session
9:00 AM - 10:30 AM
Memorial Fieldhouse

“Rethinking Race and Class Within the Context of Our Crisis in Education”

PLENARY SPEAKER
Professor Lani Guinier
Harvard Law School

In 1998, Lani Guinier became the first black woman to be appointed to a tenured professorship at Harvard Law School. Before joining the faculty at Harvard, she was a tenured professor for ten years at the University of Pennsylvania Law School. During the 1980s, she was head of the voting rights project at the NAACP Legal Defense Fund, and served in the Civil Rights Division during the Carter administration as special assistant to then-Assistant Attorney General Drew S. Days. Guinier came to public attention when she was nominated by President Bill Clinton in 1993 to head the Civil Rights Division of the Department of Justice. Professor Guinier is described as a “prophetic voice” for issues of racial justice, gender equity, and democratic transformation. Her primary teaching and writing interests include voting rights, democratic theory, law and social change, and the legal profession and the responsibilities of public lawyers. She co-founded the Racetalks Initiative, a research and public education project that seeks to develop new interdisciplinary paradigms for linking racial and gender justice to the project of building more inclusive institutions. Guinier’s engagement in the conference will address questions related to intellectual and institutional leadership in relation to issues of differential rights, power relations and access in higher education, and also in terms of the ethical and material responsibilities for change that academic, legal and other constituencies carry.

Plenary Session opens with music performed by the Chinese Arts and Music Association (Warren Chang, President) and Cambodian classical dance by the Roosevelt Dancers (Sue Bernstein and Prayat Phaisan, co-directors).

Break
10:30 AM - 10:45AM

2010 Walk for Reconciliation
The Race and Pedagogy National Conference stands in solidarity with the Chinese Reconciliation Project and its observance of the 125th anniversary of the forced expulsion of Tacoma’s Chinese residents on November 3, 1885. Conference attendees interested in joining the 2010 Walk for Reconciliation can pick up a conference shuttle at the shuttle stop in front of Memorial Fieldhouse at 10:30 a.m on Saturday, October 30, 2010, with a return trip at the conclusion of the walk.

3.0 Concurrent Sessions
10:45 AM - 12:00 PM

3.1 Panel Session
Wyatt Hall, Room 109

Awareness, Access, and Understanding: Gaining Cultural Competence through Multi-cultural Literature

MODERATORS
Andrea Kueter, Librarian, University of Puget Sound
Laura Schick, Librarian, University of Puget Sound

PANELISTS
Susan Anderson-Newham, Librarian, Pierce County Library
Terry Beck, Professor, University of Puget Sound
Christine Kline, Dean Emerita of the School of Education, University of Puget Sound
Beth Patin, doctoral candidate, University of Washington

★ DENOTES ARTS EVENT
3.2 Roundtable Session

**Access This! Pedagogies and Politics for Educational Justice**

**MODERATOR** Sandra Dahlberg, Professor, University of Houston-Downtown

**PANELISTS**
Theresa Case, Associate Professor, University of Houston-Downtown
Jeffrey Flosi, Associate Professor, University of Houston-Downtown
Chuck Jackson, Assistant Professor, University of Houston-Downtown
Dagmar Scharold, Lecturer, University of Houston-Downtown

3.3 Presentation Session

**Closing the Achievement Gap: Tacoma Youth Lend Their Voices, Vision, and Experiences to the Conversation**

Laurie Fisher Ruiz, Education Director, Peace Community Center
Bill Hanawalt, Executive Director, Peace Community Center

3.4 Panel Session

**High School Students Leading Action for Racial Justice: The Princeton Race Relations Prize as a Model of Partnership and Student Initiated Pedagogy about Race**

**CHAIR** Carolyn Weisz, Professor, University of Puget Sound

**PANELISTS**
Anthony Brock, undergraduate student, University of Washington, Tacoma
Ray Corona, undergraduate student, University of Washington, Bothell
Kayla Williams, undergraduate student, University of Washington, Seattle
Matt Grant, Principal, Olympia High School
John Siegler, Princeton Alum, Ridgecrest Capital Partners

3.5 Interactive Workshop Session

**Salsa con Standards: Afro-Latin Song & Dance in the Classroom**

Antonio Davidson-Gómez, Musician/Educator
Marisela Fleites-Lear, Professor, Green River Community College

3.6 Panel Presentation

**Programs that Work in Helping Underrepresented Students Graduate from High School and Attend College**

**PANELISTS**
Laura Tyler, Teacher, Maple Elementary School
Clarence J. Dancer, Director, Seattle Math, Engineering, Science Achievement (MESA)

3.7 Panel Presentation

**Questioning the Efficacy of Cultural Competence for Institutional Change**

**PANELISTS**
Angela Brown, Director of Employment Services, Spokane Public Schools, and Sallie Christensen, Human Resources and Equity Services Specialist, Spokane Public Schools, "Beyond Rhetoric: From Recruitment to Classroom and Beyond"
Da Verne Bell & Leilani Nalu'a/L Russell, Co-directors, Pathways to Excellence Educational Leadership, "Intent? Impact?: Cultural Responsiveness & Competence"
3.8 Panel Session

What Results Do We Really Want and for Whom?: Interrogating the Contexts, Constructions and Effects of Critical and Multicultural Teaching

CHAIR: Tamiko Nimura, Assistant Professor, University of Puget Sound

PANELISTS:
- Paul Hartman, doctoral candidate, University of Illinois at Chicago, “Interrogating Normalcy in the Classroom: New Directions for ‘Liberatory’ Pedagogy”
- Zachary Casey, doctoral candidate, University of Minnesota, “Who is Multicultural Education for? The Unintended Consequences of the Demographic Imperative”
- Jonneke Koomen, Assistant Professor, and Bianca Murillo, Post-Doctoral Fellow, Willamette University, “African Studies as Critical Pedagogy”
- Yukari Takimoto Amos, Assistant Professor, Central Washington University, “The Effects of Student Evaluation in a Multicultural Education Class on a Non-Native Instructor of Color”

3.9 Panel Session

Race, Prisons and Education: Cultures of Transformation

PANELISTS:
- Stuart Smithers, University of Puget Sound
- Mark Cook, Former Black Panther, George Jackson Brigade, Seattle Defenders Association
- Gilda Sheppard, Professor, The Evergreen State College
- Ed Mead, Former George Jackson Brigade member, Founder of PrisonArt.org
- Cody Swift, RiverStyx Foundation

3.10 Workshop Session

Embedding Cultural Competency Training in Professional Development and Teaching and Learning, Part I

FACILITATOR: Eve Bowen, Retired Teacher, Tacoma Public Schools

PANELISTS:
- Doris Sjoquist, Nooksack Valley School District’s Cultural Competence Leadership Team
- Debbi Anderson-Frey, Nooksack Valley School District’s Cultural Competence Leadership Team
- Vicky Walkinshaw, Nooksack Valley School District’s Cultural Competence Leadership Team
- Hannah Chin-Pratt, Teacher, Lincoln High School
- Sandy Austin, Instructor, The Center for Educational Leadership, University of Washington, Seattle

3.11 Interactive Workshop Session

“It’s Like, When You…”: Possibilities and Dangers of Models, Analogies and Representation in Teaching Science

Fred Hamel, Associate Professor, University of Puget Sound
- Steven Neshyba, Professor, University of Puget Sound
- Amy Ryken, Associate Professor, University of Puget Sound
- Joyce Tamashiro, Instructor, University of Puget Sound
3.12 Panel Session

On Making Partnerships Work: Learning from the Justice Construction-Work of United Community Voices in Tacoma

Chair: Tom Hilyard, Director of Community Services, Pierce County, Washington State

Panelists:
- Rev. Arthur C. Banks, President, Tacoma Ministerial Alliance
- Rev. Gregory W. Christopher, Chairman, Education Committee TMA
- Anthony Clarke, Psychologist
- Thomas Dixon, President Emeritus, Tacoma Urban League
- Carmetrius Parker, Parent Education Committee Member BC (Black Collective)
- Carla Santorno, Deputy Superintendent, Tacoma Public Schools
- Rev. Lorraine Sylvester, Vice President of the Board of Directors of Oasis of Hope Foundation

Lunch

12:00 PM - 1:30 PM

Wheelock Student Center
Trimble Forum

Poster Session

12:00 PM - 1:30 PM

Rasmussen Rotunda, Wheelock Student Center

"Closing the Achievement Gap: A Reassessment of the Pedagogical Approach toward Minority Students," Sean Butorac, University of Puget Sound

"A Monotonous State of Tunnel Vision: Students are not the Problem; It's the Curriculum, Stupid!" Brian Collier, Miami University; Cortney Sorce, Miami University; Miche’ White, Miami University; Rachel Lehrner, Miami University; Katherine Schultz, Miami, University

"Sonia Sanchez, the FBI and the Critique of American Education," Collin Dahl-Veenstra, University of Puget Sound

"Struggles for Representation: “Protean, I – Betwixt/Between, Me/We, Outside/Inside, Innervations/Outtervisions;” Adrienne M. Grondahl-Murrin, University of Washington

"White Males Perceive In-Group Ethnic Stereotypes as Less Offensive Compared to Out-Group Ethnic Stereotypes;" Adrienne M. Grondahl-Murrin, University of Washington

"Perpetuation of Orientalist’s Negative Stereotypes of Asian Women in Western Media Today,” Lan Luong, University of Puget Sound

"Pedagogy and Prison? Recalculating American Race Theory," Katie Rader, University of Puget Sound


"The Dilemma of Being a Black Student in a White Educational Community," Shambricia Spencer, University of Puget Sound


"Writing Out the Margins: Maxine Hong Kingston and Toni Morrison," Bryce Cornatzer, University of Puget Sound

"How Many Ways Can We Teach/Learn?" Nicky Wright, University of Puget Sound

"De-Centered Voice in Classroom Discussion," Roman Maunupau, University of Puget Sound

"The Weight of Being a Culturally Responsive Teacher," Jess McPhee-Hayes, University of Puget Sound

"Who can I be in this classroom?" Questioning the Role of Schools in Latino Student Identity Formation," Paige Folsom, University of Puget Sound

"Culturally Responsive Teaching Practices in a Japanese Elementary School," Alexi Butler, University of Puget Sound; Peter Ott, University of Puget Sound; Bethany Scinta, University of Puget Sound

"Teaching for Social Justice through Social Studies," Melissa Boni, University of Puget Sound
Spotlighting the Issues  
1:30 PM - 2:30 PM

**Spotlight 4 Panel Session**  
*Rausch Auditorium, McIntyre Hall, Room 003*

**Troubling Pedagogical and Curricular Foundations of Teaching and Learning In Our ‘Post Racial’ Moment**

**MODERATOR & DISCUSSANT** Emily Ignacio, Associate Professor, Interdisciplinary Studies, University of Washington, Tacoma

**PANELISTS**
- Kevin Kumashiro, Professor, Asian American Studies and Education and Interim Co-Director of the Institute for Research on Race and Public Policy, University of Illinois at Chicago; Founder and Director, Center for Anti-Oppressive Education.
- Jerry Rosiek, Associate Professor and Head, Department of Education Studies, University of Oregon

**Spotlight 5 Panel Session**  
*Schneebeck Concert Hall*

**Where Pedagogy Meets Politics, Strategy and Money**

**CHAIR** Rosalund Jenkins, Executive Director, Washington State Commission on African American Affairs

**PANELISTS**
- Josh Garcia, Assistant Superintendent, Federal Way Public Schools
- Mary Alice Heuschel, Superintendent, Renton Public Schools
- Lyle Quasim, Co-chair, Black Education Strategy Roundtable

**Spotlight 6 Presentation**  
*Norton Clapp Theatre*

**Courage, Creativity and Innovation in Educational Leadership and Transformation**

**CHAIR** Douglas Sackman, Professor, University of Puget Sound

**PRESENTER** President Cheryl Crazy Bull, Northwest Indian College

**Break**  
2:30 PM - 2:45 PM

**4.0 Concurrent Sessions**  
2:45 PM - 4:00 PM

**4.1 Interactive Workshop Session**  
*Murray Boardroom, Wheelock Student Center*

**Just How Much of the “Personal” is “Political?”: Self Care IS Social Justice**

- Anu Taranath, Senior Lecturer and Study Abroad Program Director, University of Washington, Seattle
- Amy Hirayama, Educational Consultant, Honolulu, Hawaii
- Brandon Maust, Research Consultant, Mullins Microbiology Laboratory, Seattle

**4.2 Panel Session**  
*Thompson Hall, Room 391*

**Making Mathematical Excellence For Our Children: How Policy, Pedagogy and Culture Meet**

**CHAIR** David Scott, Professor Emeritus, University of Puget Sound

**PANELISTS**
- Rosanne Fulton, Assistant Deputy, Superintendent, Tacoma Public Schools, and Kandy Cassaday, Principal, Prairie Middle School, Denver, Colorado, “Culturally Responsive Teaching in Mathematics”

**4.3 Panel Presentation**  
*Wyatt Hall, Room 101*

**What does it take to prepare all students for college; the story of two high schools**

**PANELISTS**
- Dan Wolfrom, Data Consultant, Tacoma School District
- Colleen Philbrook, Career Counselor, Lincoln High School
- Bernadette Ray, Teacher, Lincoln High School
4.4 Panel Presentation and Discussion  
**Rasmussen Rotunda, Wheelock Student Center**

**Doing Art at Racialized Intersections: Marita Dingus’ Responsibility Figures in Your Classroom**

**PRESENTER** Marita Dingus, Visual Artist/Educator

4.5 Panel Session  
**McIntyre Hall, Room 107**

**Locating Whiteness in the Development of Racialized Literacies for Institutional Change**

**PANELISTS**
- Kyoko Kishimoto, Associate Professor, St. Cloud State University, and Darlene St. Clair, Assistant Professor, St. Cloud State University, “Challenges and Opportunities of Teaching Race at a Predominantly White Institution”
- Jonathan Warren, Professor, University of Washington, Seattle, “Building Racial Literacy among White Progressives”

4.6 Panel Session  
**Howarth Hall, Rooms 212–214**

**Teaching for Learning: Troubling Teachers’ Identities, Identification and Knowledge**

**CHAIR** Fred Hamel, Associate Professor, University of Puget Sound

**PANELISTS**
- Yukari-Takimoto Amos, Assistant Professor, Central Washington University, “Differently Racialized Identity in ESL Teaching: Pre-service Teachers’ Perceptions and Practices”
- Michellana Jester, doctoral candidate, Teachers College, Columbia University & Yolanda Sealey-Ruiz, Assistant Professor, Columbia University “When and Where I Enter: Preparing Preservice Teachers to Teach in Diverse Educational Settings”
- Carlos Adams, Adjunct Faculty, Green River Community College, “The Pedagogy of Realizations: Moving Beyond Goals and Objectives Towards the Process of Learning to (Un)Learn”

4.7 Panel Session  
**Thompson Hall, Room 383**

**History’s Nightmares, Diseases, Stereotypes and Struggles: Making Our Way Through It All in Our Critical Moment**

**CHAIR & DISCUSSANT** A. Susan Owen, Professor, University of Puget Sound

**PANELISTS**
- Ayanna Drakos, Undergraduate Student, University of Puget Sound, “The Historiography of the Black Student Union at University of Puget Sound”
- Glynnis Kirchmeier, Alumna, University of Puget Sound, “Studying New Intersections in History: Race, Disease, Government, and Conflict in Washington Territory”
- Hattie Lindsley, Undergraduate Student, University of Puget Sound, “Food, Segregation, Popular Literature and Aunt Jemima”
- Jamie Nguyen, Undergraduate Student, University of Puget Sound, “My Father’s Nightmare: An Escape from Vietnam”
- Nicky Wright, Alumna, University of Puget Sound, “The World Thru’ the Eyes of A Dark Black Woman”

4.8 Panel Session  
**Wyatt Hall, Room 313**

**Rethinking Approaches to the Student and the Teacher, the Curriculum and the Institution, As We Strive For Education For Justice**

**CHAIR & DISCUSSANT** Nila Wiese, Associate Professor, University of Puget Sound

**PANELISTS**
- Hannah Dyer, doctoral candidate, University of Toronto, “Children’s Imaginaries and Racialized Subject Formations”
- Melissa Goodnight, Program Manager, Urban School Improvement Network, “The False Tension between ‘Relevant’ and ‘Rigorous’ Curriculum: Interrogating a Dichotomy that Undermines Equitable Education for Students of Color”
- Diane Schmitz, Director of Commuter and Transfer Student Services, Seattle University, “Striving ‘till we get it right: Student Affairs Personnel Challenging Whiteness in Higher Education”
- C. Albert Bardi, Associate Professor, Sewanee-University of the South in Tennessee, “Diversity Training in the Classroom—Lessons from Psychological Science”
4.9 Panel Presentation and Discussion

**What Happens When ‘Academic’ and ‘Non-Formalized’ Ways of Knowing Meet in the Search for Critical Pedagogies**

**CHAIR & DISCUSSANT** Emily Ignacio, Associate Professor, University of Washington, Tacoma

**PANELISTS**
- Benjamin Gardner, Assistant Professor, University of Washington, Bothell, “Critical Pedagogy, Community-based Learning and Pitfalls of Raciology”
- Susan Harewood, Assistant Professor, University of Washington, Bothell, “Critical Pedagogy, Community-based Learning and Pitfalls of Raciology”
- John Eric Stewart, Assistant Professor, University of Washington, Bothell, “Critical Pedagogy, Community-based Learning and Pitfalls of Raciology”
- Peter Heinze, Associate Professor, Ramapo College of New Jersey “From Journals to Grassroots: Reflections on Involvement in a Community Based Organization Addressing Inequities in Education”

4.10 Workshop Session

**Embedding Cultural Competency Training in Professional Development and Teaching and Learning, Part II**

**FACILITATOR** Eve Bowen, Retired Teacher, Tacoma Public Schools

**PANELISTS**
- Doris Sjoquist, Nooksack Valley School District’s Cultural Competence Leadership Team
- Debbi Anderson-Frey, Nooksack Valley School District’s Cultural Competence Leadership Team
- Vicky Walkinshaw, Nooksack Valley School District’s Cultural Competence Leadership Team
- Hannah Chin-Pratt, Teacher, Lincoln High School
- Sandy Austin, Instructor, The Center for Educational Leadership, University of Washington, Seattle

4.11 Workshop Session

**White People Challenging Racism: Moving from Talk to Action—An Adult Education Workshop Model**

**PRESENTERS & FACILITATORS**
- Barbara Beckwith, educator and trainer, Cambridge Center for Adult Education
- Jennifer Yanco, educator and trainer, Cambridge Center for Adult Education

4.12 Panel Session

**Psychological Perspectives on Recognizing and Responding to Racial Inequalities in the Age of Obama**

**DISCUSSANT & CO-CHAIR** Kathryn Oleson, Professor, Reed College

**CO-CHAIR** Benjamin Drury, doctoral candidate, University of Washington, Seattle

**PANELISTS**
- Alexander Czopp, Assistant Professor, Western Washington University, “Whoa, That Was Prejudiced! What Should I do? The Consequences of Publicly Addressing Social Expressions of Bias”
Saturday, October 30

Reception

Reception with music by students from Grant Center for the Expressive Arts (Carolyn Proehl, music teacher), and Lincoln High School (Lynn Eisenhauer, Conductor), Tacoma Schools; celebrate completion of mural by Chris Jordan and Kenji Stoll of Fab-5 (Eddie Sumlin, director).

Performance

A staged reading of 1620 Bank Street by C. Rosalind Bell, author of The New Orleans Monologues; directing and dramaturgy by Grace Livingston and Geoff Proehl

Louisiana native/Tacoma resident C. Rosalind Bell is the Dolliver Artist-in-Residence at University of Puget Sound.

Although the United States Supreme Court ruled in 1954 and 1955 that the Separate and Equal doctrine was null and void, it would be the late '60s before Louisiana acted to fully integrate its schools. The play, 1620 Bank Street, takes place at a southwestern Louisiana Catholic High School and provides a lens into the lives of the people affected by the decision as notions of race, class, culture, and love bump against and into one another.

(This play contains strong and offensive language and challenging social themes. Do not take photos or video of the performance.)
The Race and Pedagogy Initiative (RPI) is a collaboration of the University of Puget Sound and the South Sound community, which educates students and teachers at all levels to think critically about race and to act to eliminate racism. The Initiative integrates intellectual assets of the campus into mutual and reciprocal partnership with local experience and expertise. The coalition engages campus and community in a sustained and committed effort to mitigate the effects of discrimination and structural racism, and thereby, improve education for all students. We build alliances and collaborate with individuals, groups, and organizations to research, develop, promote, celebrate, and support programs that aim to reduce inequities in education. We support projects that benefit and attract the participation of local, regional, and national audiences as a way share understanding, expand horizons, and mobilize the work necessary to correct racial injustice.

Since 2006 the Initiative has served as an incubator, catalyst, and agent for a variety of programs and projects including five major events that have engaged state, regional, national, and international constituencies. The events are as follows:

1. Achievement Gap Summit – April 29, 2006 which brought together more than 300 educators and community representatives to explore the crisis in K-12 public education.
2. Race and Pedagogy National Conference – September 14-16, 2006 which drew more than 2000 participants from 39 states, Canada, and the United Kingdom to deliberate on the three themes 1) Teaching, learning, and the production of knowledge about race within and across academic disciplines; 2) Racial dynamics in the classroom; and 3) Race, pedagogy, and the broader community.
3. Race and Pedagogy Conference Anniversary Planning Summit – Sept 13-15, 2007 which assembled more than one hundred participants for a weekend of sustained, systematic strategic planning. These efforts resulted in the development of the proposal for the Race and Pedagogy Institute within the context of Puget Sound’s mission and strategic plan.
4. Achievement Gap Summit II – October 28, 2008 which assembled more than 200 educators, legislators, and community representatives to explore the root causes of the achievement gap.
5. Parents and Guardians Summit – May 2, 2009 which was a direct response to a call from our K-12 community of educators and parents assembling 75 parents, teachers, students, and scholars to engage in deep and sustained small group conversations about enabling and empowering parents, guardians, and families as first teachers of our children.

These events have led to the creation and strengthening of programs and partnerships that share the Initiative’s mission of improving education and achievement for all students.

Significantly, like this 2nd National Conference, the events mentioned above were conceptualized and planned through the Initiative and particularly through its Community Partners Forum. The Forum came into being in December 2005 in the process of envisioning, creating and planning of the first Achievement Gap Summit and the first Race and Pedagogy National Conference. Since then the Community Partners Forum has become a grounding and generative force in the work of the Initiative, both integral and indispensable to its programming, sustenance and the making of its partnerships. It is the continued role of this Forum that allows the Initiative’s depiction of itself as “a collaboration of the University of Puget Sound and the South Sound community” to stand with ethical integrity.

Consisting of more than 50 persons representing ranging community constituencies, the Forum has met monthly since its inception and then bi-weekly as special program events draw near. Our working sessions are modeled on the participatory pedagogical processes of adult and popular education employed, for example, by the notable Highlander Folk School in Tennessee, and in projects of popular community education centers in Brazil that are shaped in relation to the work of educational theorist and practitioner, Paulo Freire. In this critically dynamic context we think-through, learn more about, chart and hone program priorities which directly concern and live at the intersections of race, education and social justice. The conscious, deliberate and expanding collaborations of the Community Partners Forum, have been germane to the project of imagining and building innovative institutional partnerships. This dynamic model of educational collaboration has become pivotal to rethinking how we might achieve invigorating educational experiences, generate excellent and just educational outcomes for students at all levels, and better prepare students to be critically engaged, aware, accountable, and able to function as competent community, national, and global citizens.
BANKING
The ATM on campus is located in Wheelock Student Center.
Key Bank, 3917 N. 26th St., 253.593.3745
U.S. Bank, 3916 N. 26th St., 253.752.7786
Wells Fargo Bank, 3607 6th Ave., 253.752.2340

BOOKSTORE
The campus bookstore is located on the lower level of Wheelock Student Center, 253.879.2689.
Hours:
Mon.–Fri., 8:30 a.m.–5 p.m
Sat., 10 a.m.–2 p.m.

EMERGENCY
Campus Security: 253.879.3311
Police, Fire, Ambulance: 911
Tacoma Police Nonemergency: 253.798.4721

FOOD SERVICE ON CAMPUS
Diversions Café, a student-run café and espresso bar, is located on the main floor of Wheelock Student Center, 253.879.3135.
Hours:
Mon.–Thurs.: 7:15 a.m.–1 a.m.
Fri.: 7:15 a.m.–10:30 p.m.
Sat.: 9 a.m.–10:30 p.m.
Sun.: 9 a.m.–1 a.m.

The Cellar, a student-run pizza house and convenience store, is located on the lower level of Wheelock Student Center, 253.879.3663.
Hours:
Sun.–Thurs.: Noon–midnight
Fri.–Sat.: Noon–1 a.m.

Oppenheimer Café, serving coffee, pastries, and salads, is located in the courtyard between Harned and Thompson halls, 253.879.5902
Hours: Mon.–Fri.: 7:15 a.m.–5 p.m.

HOSPITALITY ROOM
The Hospitality Room is located in the lobby of the Murray Boardroom, on the main floor of Wheelock Student Center. Hot drinks and computer access will be available here throughout the conference.

HOSPITALS
Allenmore Hospital, 1901 S. Union Ave., 253.459.6633
Mary Bridge Children’s Hospital, 317 Martin Luther King Jr. Way, 253.403.1400
St. Joseph Medical Center, 1717 S. J St., 253.426.4101
Tacoma General Hospital, 315 Martin Luther King Jr. Way, Phone: 253.403.1000

INFORMATION DESK
Conference attendees may get assistance with questions at the following locations:
• Information table next to Registration, on main floor of Wheelock Student Center
• Library Circulation Desk on main floor of Collins Memorial Library
• You may also call Campus Information at 253.879.3100.

INTERNET ACCESS
Wireless access is available in most buildings on the Puget Sound campus. Conference attendees may also use computers in the library with a guest login.

LOST AND FOUND
Lost and found articles may be turned in and reclaimed at Security Services.

MESSAGES
Conference attendees may leave and receive messages on the message board, located in the lobby of Murray Boardroom, Wheelock Student Center.

PARKING
Visitors may park in the Memorial Fieldhouse parking lot, located on N. 11th Street. There is also street parking on Union Ave.
Visitors parking in other campus lots must display a visitor pass, which can be obtained at Security Services or from most departments on campus.
Additional off-site parking with shuttle service will be available at Life Center on Union Ave.

PHARMACIES
Bartell Drugs, 3601 6th Ave., 253.761.1248
Safeway Pharmacy, 2411 N. Proctor St., 253.759.9889
Target Pharmacy, 3320 S. 23rd St., 253.627.2112
Walgreens, 4315 6th Ave., 253.756.5149

POST OFFICE
Mail Services is located on the lower level of Wheelock Student Center.
Hours: Mon.–Fri.: 9 a.m.–4:30 p.m.
The nearest post office branch is located at 3801 N. 27th St.

REGISTRATION
Registration is located in Wheelock Student Center.
Tacoma Dining Guide

American
Engine House Number Nine, 611 N. Pine St., 253.272.3435
0.7 mile from campus
Southern Kitchen, 1716 6th Ave., 253.627.4282
1.3 miles from campus
Babbin’ Babs Bistro, 2724 N. Proctor St., 253.761.9099
1.5 miles from campus
Knapps, 2707 N. Proctor St., 253.759.9009
1.5 miles from campus
Old House Café, 2717 N. Proctor St., 253.759.7336
1.5 miles from campus
The Ram Tacoma, 3001 Ruston Way, 253.756.7886
2 miles from campus
Bob’s Bar.B.Q Pit, 911 S. 11th St., 253.627.4899
2.4 miles from campus
Melting Pot of Tacoma, 2121 Pacific Ave., 253.535.3939
4 miles from campus

Asian
Silk Thai Café, 3401 6th Ave. #F, 253.756.1737
0.6 miles from campus
Wild Orchid 3023 6th Ave., 253.627.5889
0.7 mile from campus
East West Café, 2514 N. Proctor St., 253.756.5092
1 mile from campus
Gateway to India, 2603 6th Ave., 253.552.5022
1 mile from campus
Bombay Bistro, 4328 6th Ave., 253.761.9999
1.3 miles from campus
King’s Teriyaki Wok, 1201 S. 11th St., 253.627.6647
2.3 miles from campus
Pho Bac Café, 1115 S. 11th St., 253.272.7270
2.3 miles from campus
Thai Garden 1202 S. 11th St., 253.627.2590
2.3 miles from campus
Le-Le Restaurant, 1012 Martin Luther King Jr. Way, 253.572.9491
2.4 miles from campus

Fast Food
Sonic Drive-In, 5114 6th Ave.
2 miles from campus
It’s Greek To Me, 1703 6th Ave., 253.272.1375
1.4 miles from campus
Frisco Freeze, 1201 Division Ave., 253.272.6843
1.8 miles from campus
Carl’s Jr, 5925 6th Ave., 253.460.3695
2.5 miles from campus

Italian
Primo Grill, 601 S. Pine St., 253.383.7000
0.8 mile from campus
Europa Bistro, 2515 N. Proctor St., 253.761.5660
1 mile from campus
Pomodoro, 3819 N. 26th St., 253.752.1111
1 mile from campus
Adriatic Grill, 4201 S. Steele St., 253.475.6000
3.5 miles from campus; willing to accommodate special dining requests
The Old Spaghetti Factory, 1735 Jefferson Ave., 253.383.2214
3.5 miles from campus

Mexican
Masa, 2811 6th Ave., 253.254.0560
0.8 miles from campus
La Fondita, 2620 N. Proctor St., 253.752.2878
1.5 miles from campus
The Matador, 721 Pacific Ave., 253.627.7100
3 miles from campus

Pizza
Upper Crust Bistro and Bakery, 2714 N. 21st St., 253.752.0900
0.6 mile from campus
Farrelli’s Pizza, 3518 6th Ave., 253.759.1999
0.7 mile from campus
Nick & Willy’s Pizza, 2602 N. Proctor St., 253.444.3060
1.4 miles from campus
Katie Down’s Waterfront Tavern, 3211 Ruston Way, 253.756.0771
2.5 miles from campus
Rock Wood Fired Pizza, 1920 Jefferson Ave., 253.272.1221
3.25 miles from campus

Seafood/Steak
Asado, 2810 6th Ave., 253.272.7770
1 mile from campus; vegetarian options available
CI Shenanigans, 3017 Ruston Way, 253.752.8811
2 miles from campus
Harbor Lights, 2761 Ruston Way, 253.752.8600
2.2 miles from campus
Lobster Shop, 4015 Ruston Way, 253.759.2165
2.2 miles from campus
Fish House Café, 1814 Martin Luther King Jr. Way, 253.383.7144
2.9 miles from campus
Pacific Grill, 1502 Pacific Ave., 253.627.3535
3.2 miles from campus
Stanley & Seaforths, 115 East 34th St., 253.473.7300
4.6 miles from campus

Vegan
Cafe Dei, 2607 6th Ave., 253.572.2550
0.8 miles from campus
Quickie Too, 1324 Martin Luther King Jr. Way, 253.572.4549
3 miles from campus
Marlene’s Market Deli, 2951 S. 38th St., 253.472.4080
3.7 miles from campus
The 2010 Race and Pedagogy National Conference is the culmination of two years of planning by University of Puget Sound faculty, staff, and students and a very committed group of community partners. The following individuals and organizations contributed in bringing the conference to fruition.

Doris Acosta  
Kenya Adams  
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Walter Andrews  
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Juli McGruder  
Dan Miller  
John Moore  
Sonja Morgan  
Korbett Mosesly  
Nicole D. Mulhausen  
Ross Mulhausen  
Leilani Nalau’l Russell
ACKNOWLEDGMENTS

Julie Neff-Lippman
Dung Nguyen
Nancy Nieraeth
Tamiko Nimura
Hans Ostrom
Susan Owen
Marta Palmquist-Cady
Genesis Palomino
Carmetrus Parker
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Tacoma 360
Tacoma Community College
Tacoma Housing Authority
Tacoma/South Puget Sound MESA
Washington State Commission on African American Affairs

UW Tacoma STEPS Project
University of Puget Sound’s Adelphian Concert Choir
African American Studies
ASUPS Senate
ASUPS Arts/Special Events
Athletics
Black Student Union
Business and Leadership Program
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Office of the Vice President and Academic Dean
Puget Sound Outdoors
Psychology Department
Technology Services
Residence Life
Security Services
Spirituality, Service & Justice
The Trail
October 23
9am - 4:30pm
Lincoln HS
701 S 37th Street
Tacoma, WA

REAL TALK
LIVE PERFORMANCES
FREE FOOD
COMMUNITY CONNECTS

A day of workshops examining educational equity, civic engagement, and community wellness.

Come participate in this youth-centered event mobilizing students to think critically about race, education and the elimination of racism.

Thank you to our sponsors: Greater Tacoma Community Foundation, The Commission on African American Affairs. Thank you to our community partners: UW Tacoma STEPS Project, (TSPS) MESA, Proyect MoLE/NLF, Foster Enterprises, Pacific Lutheran University, University of Puget Sound, Hilltop Artists, Tacoma Community College, and Tacoma Housing Authority.

to register contact
RPyouth.summit@gmail.com
for program details
Ayanna Drakos (253) 879-3506
The Race and Pedagogy National Conference would like to thank and congratulate everyone who made possible the success of the

Race & Pedagogy Film Festival
October 22-28, 2010

Bilal’s Stand (2010)
Directed by Sultan Sharrief

Four Little Girls (1997)
Directed and Produced by Spike Lee

Maelstrom (2000)
Written and Directed by Denis Villeneuve

Papers (2009)
Produced by Rebecca Shine and Directed by Anne Galisky

Rabbit in the Moon (1999)
Directed by Emiko Omori

Rabbit Proof Fence (2002)
Directed by Phillip Noyce from a book by Doris Pilkington

Race to Nowhere (2009)
Directed and Produced by Vicki Abeles and Jessica Congdon

Rosewood (1997)
Directed by John Singleton

Students of Change Los de 68 (2009)
Directed by Marta Sanchez and Mario Zavaleta

Directed and Produced by Sidney Lee

Waiting for Superman (2009)
Directed and Produced by Davis Guggenheim

Waiting for Superman continues to play at the Grand Cinema (606 S. Fawcett)
Visit their website (http://www.grandcinema.com/) for schedule details!!
Chinese Reconciliation Project

Walk for Reconciliation
a symbolic walk to commemorate the 125th anniversary of the expulsion of Tacoma’s Chinese community on November 3, 1885

Sat.
October 30, 2010

Walk begins at 10:00 am, led by Mayor Strickland & the Committee of 27, at the Tollefson Plaza (Downtown Tacoma at S 17th and Pacific Ave)
Events begin at the Chinese Garden & Reconciliation Park at noon

The Race and Pedagogy National Conference stands in solidarity with the Chinese Reconciliation Project and its observance of the 125th anniversary of the forced expulsion of Tacoma’s Chinese residents on November 3, 1885. Conference attendees interested in joining the 2010 Walk for Reconciliation can pick up a conference shuttle at the shuttle stop in front of Memorial Fieldhouse at 10:30 a.m. on Saturday, October 30th, 2010 with a return trip at the conclusion of the walk. For more information on the project, visit www.CRPFTACOMA.org.
How is the conference?

Campus visitors, please complete the conference evaluation form in your registration packet and drop it in a designated box at Memorial Fieldhouse, Wheelock Student Center, or during the closing reception.

Campus members, look for an electronic evaluation form to arrive in your mailbox next week.

Questions and feedback are welcome at raceandpedagogy@pugetsound.edu.

Connect with us!

Stay connected with the Race and Pedagogy Initiative online and through your social networks:

Online: www.pugetsound.edu/raceandpedagogy

Facebook: www.facebook.com/2010RacePedagogy

Twitter: www.twitter.com/PSRacePedagogy

Tweeting about the conference? Use hashtag #RPNC2010!
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P R E S E N T I N G  S P O N S O R

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Greater Tacoma Community Foundation  University of Washington - Tacoma

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Anonymous Gift for Western Washington Winners of the Princeton Prize in Race Relations  Black Education Strategy Roundtable  Washington State Commission on African American Affairs  Weyerhaeuser Company

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