

**13th Annual International
Globalization, Diversity,
and Education Conference**

*Conference Theme: Living With(in) Borders:
Immigration, Indigeneity, And Education*

February 15-17, 2017

Northern Quest Resort & Casino
Kalispel Conference Center
100 North Hayford Road
Airway Heights, WA



**13th Annual International
Globalization, Diversity, and Education Conference**

SPONSORED BY

College of Education
Washington State University

Office of Equity and Diversity
Washington State University

Washington State University - North Puget Sound at Everett

Washington State University - Vancouver

CONFERENCE ORGANIZERS

A.G. Rud, Conference Chair
Julie Killinger, Conference Coordinator

CONFERENCE PROPOSAL REVIEWERS

Adnan Althobaiti
Abed Basheer
Pamela Bettis
Patricia Maarhuis
A. G. Rud
Jenne Schmidt
Francene Watson

MESSAGE FROM THE CHAIR

Immigration is a topic of great concern around the world. From borders and how they are constructed and enforced, to the migrant crisis resulting from increased poverty, famine, and war, people have reacted with both openness and care as well as with hostility. According to Gloria Anzaldúa, borders are “where the Third World grates against the first and bleeds” (1987/2012). Often silenced or marginalized are indigenous peoples and the diverse knowledge(s) from around the world, forcibly moved from and in some cases still living on ancestral lands.

The conference theme, *Living With(in) Borders: Immigration, Indigeneity, and Education*, invites researchers from a wide range of disciplines to examine the following questions: How can researchers and practitioners contribute to more nuanced understandings of immigration, indigeneity, and education? How do we teach the historical record and ongoing issues of enslavement, dominance, and forced migration? How can we “speak back to manifest destinies” (Calderon, 2014)? In this conference we will discuss ways we can talk and act productively and sensitively about immigration, indigeneity, and education.

We are grateful for financial support provided by our sponsors:

- Michael Trevisan, Dean, and Paula Groves Price, Associate Dean, Diversity and International Programs, College of Education, Washington State University;
- Jeffrey Guillory, Diversity Education Director, Office of Equity and Diversity, Washington State University;
- Paul Pitre, Chancellor, Washington State University - North Puget Sound at Everett;
- Mel Netzhammer, Chancellor, and Renny Christopher, Vice Chancellor of Academic Affairs, Washington State University – Vancouver.

We welcome you to the 13th annual Globalization, Diversity, and Education conference and look forward to lively discussion and learning from all participants.



A.G. Rud, Conference Chair

CONFERENCE THEME FILM

Thursday, February 16, 12:30 p.m.

Between Worlds

Edmundo Aguilar

Between Worlds is a documentary film that critically interrogates one's own identity and experiences through Gloria Anzaldúa's framework: *Path of Conociemiento*. In this counter-narrative, I utilize the interlinked theories that underpin these seven stages of awareness/reflective consciousness within the *Path of Conociemiento*; however, to do this, one must create an expanded consciousness. I facilitate this action by producing a documentary film to serve as a pedagogical instrument to educate, inspire, and inform people inside these marginalized spaces, creating an opportunity for empowerment.

Edmundo Aguilar is a PhD candidate in the Cultural Studies and Social Thought in Education program at Washington State University. Edmundo's area of interest is creating digital stories grounded in intersectional social justice issues.

CONFERENCE THEME WORKSHOP

Thursday, February 16, 4:30 p.m.

Under the Skin: Dismantling Borders within Borders

Nancy Emilce Carvajal Medina
Danica Wixom
Zach Mazur

Under the Skin: Dismantling Borders within Borders is an imagined community that critically analyzes the politics of identity while being immersed in a convulsed U.S. socio-political environment. Systematic imprisonment of people of color, murders of African Americans, and discourses of hatred witnessed in some of the 2016 political campaigns have triggered hateful, discriminatory, and derogatory discourses towards minorities. Our community uses art to challenge essentialist stereotypical representations by telling stories about who we are. Arts have mediated the creation of this community, the reclamation of our mind, body, spirits, and healing.

People attending this session will be invited to participate in a collective exercise to continue enriching understandings of stereotypes, labels, and ways of self-identification.

Nancy Emilce Carvajal Medina is a Colombian human being under construction. As an EFL/ESL teacher, her research has explored critical pedagogy/literacies, discourse analysis, and assessment. Her critical research is rooted in Chicana/o feminism and Indigenous epistemologies. Her current decolonial research intends to deconstruct the discursive construction of the “the homeless identity” within a US rural context. For the founder of “Knowledge in Action”, every individual is a door of possibilities.

Danica Wixom has been an artist for all of her life. After a death in the family, she found that making art helped process her thoughts and emotions. Her work became a sort of “visual diary,” incorporating a variety of symbols and self portraits. In the past few years, she has been using her art and her love for people to work with a variety of community and campus groups. Wixom is a 2013 graduate of Washington State University and now lives and works in Pullman as a campus minister. Wixom also served on the Pullman Arts Commission for two years and is a member of the Palouse Women Artists.

Zach Mazur received a Bachelor of Fine Arts in photography at Columbia College Chicago and a Master of Fine Arts at Washington State University. He is the Curator of Education and Collections at the Museum of Art at Washington State University in Pullman, WA where he is also pursuing a PhD in Cultural Studies and Social Thought in Education. Recent recognitions include Washington state’s Grant for Artists Projects Award, the Pingyao International Photography Exhibition in China, and the Council for Advancement and Support of Education Award for Best Photographic Series and Photographer of the Year.

KEYNOTE ADDRESS

Friday, February 17, 11:30 a.m.

Clashing Colonialisms: Rethinking the Borderlands through the Land

Dolores Calderon

Dr. Dolores Calderon is associate professor of Youth, Society, and Justice at Western Washington University's Fairhaven College of Interdisciplinary Studies. Her research interests include coloniality, land education, indigenous epistemologies, and border issues as they manifest themselves in educational contexts. Some of her research projects include examining how settler colonial ideologies manifest themselves in attitudes around Title XI American Indian programs (formerly Title VII). As a firm believer that theory is best illuminated by engagement she values the work educators do to concretize critical perspectives.

**13th Annual International
Globalization, Diversity, and Education Conference**

CONFERENCE AT A GLANCE

Wednesday, February 15, 2017

Kalispel Conference Center

4:00 p.m. – 8:00 p.m.

Registration \ Check-in

5:00 p.m. – 8:00 p.m.

Meet and Greet

Thursday, February 16, 2017

Kalispel Conference Center

8:00 a.m.

Registration \ Check-in

8:00 a.m. – 8:30 a.m.

Coffee and Conversation

8:30 a.m. – 9:00 a.m.

Opening Welcome

9:00 a.m. – 10:15 a.m.

Concurrent Sessions

10:15 a.m. – 10:30 a.m.

Break

10:30 a.m. – 11:45 a.m.

Concurrent Sessions

11:45 a.m. – 12:30 p.m.

Lunch (on your own)

12:30 p.m. – 1:30 p.m.

Conference Theme Film – Edmundo Aguilar

1:30 p.m. – 1:45 p.m.

Break

1:45 p.m. – 3:00 p.m.

Concurrent Sessions

3:00 p.m. – 3:15 p.m.

Break

3:15 p.m. – 4:30 p.m.

Concurrent Sessions

4:30 p.m. – 6:00 p.m.

Conference Theme Workshop –

Nancy Carvajal Medina, Danica Wixom, Zach Mazur

6:00 p.m. – 7:00 p.m.

Poster Session and Hors d'oeuvres

Friday, February 17, 2017

Kalispel Conference Center

8:00 a.m.

Registration \ Check-in

8:00 a.m. – 8:30 a.m.

Coffee and Conversation

8:30 a.m. – 9:45 a.m.

Concurrent Sessions

9:45 a.m. – 10:00 a.m.

Break

10:00 a.m. – 11:15 a.m.

Concurrent Sessions

11:15 a.m. – 11:30 a.m.

Break

11:30 a.m. – 12:30 p.m.

Keynote Address – Dolores Calderon

12:30 p.m. – 1:15 p.m.

Lunch (on your own)

1:15 p.m. – 2:30 p.m.

Poster Session and Concurrent Sessions

2:30 p.m.

Conference closes

Thursday, February 16, 2017

8:00 a.m. –	Registration \ Check-in
8:00 a.m. – 8:30 a.m.	Coffee and Networking
8:30 a.m. – 9:00 a.m.	Opening: Kalispel Tribe Welcome: A.G. Rud, Conference Chair
9:00 – 10:15 a.m.	Concurrent Sessions

Session 1 Paper Presentations

Kalispel A

***Ag-Ed Wives Club, FFA Sweethearts, and the FFA Mother's Club - A
Critical Analysis on the Position of Women in Agricultural Education***
Katie Vetter Macy, Washington State University

While men and women have been working together to feed their communities for centuries, it is especially critical to understand the shift that happened which led to a divide in the respect and recognition between men and women in that work and how that divide has impacted agricultural education.

***First-generation Immigrant Women Pursuing Advanced U.S. Higher
Education: Challenges, Navigation, Resilience, & Empowerment***
Nancy Will, University of Washington

This research focuses on first-generation immigrant women pursuing advanced U.S. higher education. It seeks to discover their motivations and explore their experiences inside and outside of academia, and how they are impacted by intersectionality. It examines how they navigate multidimensional margins, negotiate identities, and the significance of higher education.

Session 2 Panel Presentation
Kalispel C

***When There is a Border, We Build a Bridge! Undergraduate Students
Stories in Academia***

Maria Isabel Morales, (moderator), Gonzaga University
Nodia Rogers, Gonzaga University
Siniva Areta, Gonzaga University
Kathy Au, Gonzaga University
Joseph Jerone, Gonzaga University
Eloisa Serrano, Gonzaga University

This panel is a platform for undergraduate students' stories in higher education. Students will illuminate the many literal and metaphorical borders they are challenged with as being students of color, first generation, and/or from low-income/working class families. Their narratives will highlight the power of resiliency, critical leadership, community, and family.

Session 3 Workshop
Kalispel North

Diversity in Teaching Islam

Rabia Mir, University of British Columbia

The presenter will use images to explore and problematize how we understand the *madrassa* (Islamic pedagogical institutes), madrasa students and their agency. The workshop will use discussion and group exercises by participants to explore how we can apply a decolonial feminist framework to the study of madrasas.

Session 4 Paper Presentations
Kalispel South

Teaching Globally: Reading the World Through Children's Literature

Deanna Day, Washington State University – Vancouver

Focusing on global education, this session discusses how a middle school teacher incorporated international children's literature into her reading intensive class.

Young Adult Literature and the Refugee Experience
Janine Darragh, University of Idaho

This presentation will share results from a research project that sought to answer the question: How is the refugee experience portrayed in YA literature on the “Notable Social Studies Trade Books for Young People” lists of the past five years? Pedagogical implications and resources for classroom use will be provided.

Session 5 Panel Presentation
Boardroom

Organizing at the Intersections: Intersectional Feminism in the Era of Trump

Veneice Guillory-Lacy, Washington State University
Darci M. Graves, Washington State University
Katie Vetter Macy, Washington State University
Courtney P. Benjamin, Washington State University
Mary Ward Lupinacci, Washington State University
Andrea Wessel, Washington State University

This highly interactive workshop will provide an opportunity to learn more about intersectional feminism while simultaneously creating an action plan for implementing knowledge into everyday activism. Participants will engage in group discussions and have opportunity for networking and coalition building. Heavy emphasis will also be placed on mindfulness and self-care.

10:15 a.m. – 10:30 a.m.

Break

10:30 a.m. – 11:45 p.m.

Concurrent Sessions

Session 1 Workshop
Kalispel A

Intersectionality and Loss: Building Coalitions in Troubling Times

Amanda Byron, Portland State University
Joy Meeker, Saybrook University

Our current political landscape demands we creatively respond to loss and the unknown. Using a postcolonial feminist lens, we discuss how intersectional interpretations are invaluable to respond to social loss as we negotiate the borders between the past and our future in ways that make more just futures possible.

Pedagogies of Resistance: Ecocritical Contestations to Colonization

John Lupinacci, Washington State University

Alison Happel-Parkins, University of Memphis

This paper addresses unidentified assumptions embedded within neoliberalism and proposes how alternatives to neoliberalism, that include reclaiming/revitalizing the commons and do not engage in recognizing the role of coloniality and settler colonialism in such efforts, reproduce repetitious networks of centric thinking that lead to an ongoing logic of domination in education.

Caught in the Borderlands: Documentation Status, Educational Attainment, and the American Dream

Keith Reyes, Culberson Allamoore Independent School District

This comparative qualitative case study draws theoretically on Anzaldua's conceptualization of the borderlands and examines the life experiences of four undocumented male Mexican immigrants in the U.S. and the implications of their documentation status on their educational attainment and ultimate realization (or lack thereof) of the American Dream.

Cultivating a Spirit of Sharing: Leading for Inclusivity, Dignity, and Indigeneity

Penny L. Tenuto, University of Idaho, Boise

Principles of American democracy are derived from Native democracy—traditional ideals of America's indigenous First Nations people (Johansen, 1997). Tenets of inclusivity and equal representation support dignity and indigeneity within the learning process. Session participants will discuss cultivating a spirit of sharing to promote access and excellence for all.

Session 4 Panel Presentation
Kalispel South

Existing at the Borders of Motherhood and Scholarship

Darci M. Graves, Lewis-Clark State College
Manee Moua, Washington State University

This panel will examine the ways in which scholars navigate the borders of motherhood and scholarship. Panelists will take an intersectional approach to exploring their individual identities as Mother/Scholars. Ample time for audience participation will encourage attendees to consider their own identities or relationships with the concept of Mother/Scholar.

Session 5 Paper Presentations
Boardroom

Family Engagement in Transition Planning

Fawwz Alhasiany, Washington State University

For students with intellectual disabilities, family engagement is a key component in transition planning. The IEP team benefits from family input such as information about the child's friends, strengths, weakness, goals, needs, and social/ academic performance. Various strategies useful in promoting family engagement among young adults with intellectual disabilities will be discussed.

***Social/Emotional Development in Middle School ELL Students:
Leadership, Social Justice and Faculty/Student Efficacy***

Tom Salsbury, Washington State University
Susan Jensen, Washington State University

Interview data from ELL teachers, school counselors, general education teachers, ELL youth and their parents suggest that leadership, social justice and faculty/student efficacy are important contributors to language and social/emotional development of ELL youth in US middle schools. The role of SES, mentorship, advocacy and equity are also discussed.

11:45 p.m. – 12:30 p.m.	Lunch / Networking (on your own)
12:30 p.m. – 1:30 p.m. Kalispel B	Welcome by Mike Trevisan , Dean, College of Education Conference Theme Film – Edmundo Aguilar <i>Between Worlds</i> Introduction by Paula Groves Price
1:30 p.m. – 1:45 p.m.	Break
1:45 p.m. – 3:00 p.m.	Concurrent Sessions

Session 1 Paper Presentations
Kalispel A

Deconstructing Whiteness: An Intersectional and Transnational View from British Columbia, Canada

Amir Mirfakhraie, Kwantlen Polytechnic University

In this presentation, I focus on how I approach teaching about whiteness and white privilege in their local/global and historical manifestations by exploring my life experiences from an anti-racist perspective in the context of political, educational, economic, cultural, and social events in Iran, British Columbia (Canada), and the states of Washington and Idaho.

White Supremacy and the Rise of Post-election Hate Crimes in Oregon Public Schools and Higher Education

Ramin Farahmandpur, Portland State University

Reports of hate crimes rose sharply in Oregon public schools and higher education after the 2016 presidential elections. This paper offers several policy recommendations on how to develop clear guidelines and measures to protect instructors and students against hate crimes.

Session 2 Panel Presentation
Kalispel C

***"It's Bigger than Hip Hop": Resistance Wisdom and Public Pedagogies
Against Globalization***

John Lupinacci, Washington State University

Brad Porfilio, California State University – East Bay

This panel examines the possibilities hip-hop holds as a public pedagogy to critique and understand the ways in which schools act as structures of assimilation and domination rather than as sites of education and propose how hip hop offers alternatives to such a process.

Session 3 Paper Presentations
Kalispel North

***A War Stricken Area: Economic Development and NeoColonialism in
Ethiopia***

Hawa Elias, Gonzaga University

This presentation will draw from lived experience and data collected in a recent trip to my home country, Ethiopia, to examine modernization projects as examples of present day colonialism. I will interrogate how “development” is hurting local communities and ways of life in Ethiopia.

Education in a Culturally Diverse Environment

Lucy N. Mugambi, University of British Columbia

Philip Karangu, University of British Columbia

Living With (in) Borders: Experiences of educationists as they study in a country where education has been adopted from another culture.

Session 4 Paper Presentation
Kalispel South

Exploring Adverse Childhood Experiences at the Collegiate Level

Xyanthe Neider, Washington State University

William B. Davis, Washington State University

Lishka Springer, Washington State University

Kayla Keppler, Washington State University

The purpose of this survey study was to explore how students at a 4-year university with a high number (3 and above) of Adverse Childhood Experiences (ACEs) experience and navigate stress.

Session 5 Paper Presentation
Boardroom

The Influx of Chinese International Students and U.S. Private Secondary Schools

Nancy Will, University of Washington

Growing numbers of Chinese international students study in U.S. private secondary schools. Schools can enjoy benefits but also be greatly challenged by this influx. This research collects diverse thoughts of school personnel in an effort to identify good practices and offer tentative suggestions for improved student support.

The Praxis of Cultural Sustainability: A Q'eqchi' Maya Case of Cultural Autonomy and Resistance against the Monsanto Law

YiShan Lea, Central Washington University

This paper explores the cultural ideology of the Mayas in regards to cultural sustenance from multiple perspectives. Rural consciousness and agricultural related rituals are described and analyzed to illustrate the ideological continuity concerning the cultural sustenance of the contemporary rural Q'eqchi' people.

3:00 p.m. – 3:15 p.m.

Break

3:15 p.m. – 4:30 p.m.

Concurrent Session

Session 1 Paper Presentation
Kalispel A

A Sense of Belonging: Writing Center Praxis that Inspires Inclusion and Collaboration

Brooklyn Walter, Washington State University

The Writing Center, a place of cultural, racial, linguistic, and disciplinary intersection, and a field that naturally plays with prepositions, is primed to enact a shift in perspective from learning about students to learning with students. Changing student demographics catalyzed such a shift in the Washington State University Writing Center, leading to the investigation and integration of critical literacy, queer theory, contrastive rhetoric, and rhetorical listening, ultimately aimed at cultivating a “pedagogy of belonging.”

Session 2 Paper Presentations
Kalispel C

Missing Voice: Experiences of Muslim Women in Religious Seminaries of Pakistan

Rabia Mir, University of British Columbia

The paper argues that current literature about religious educational institutes in Pakistan overlooks the experience of women within these institutes. It also presents the need that is fulfilled by religious teaching institutes that is not met by secular institutes. This has implications for any community aiming to harmonize both secular and religious aspirations for education.

Living with (in) the Borders of Colonialism: African Masculinity and Women’s Education in Nigeria

Emmanuel Jaiyeola, Washington State University

The dismantling of the existing structures and indigeneity of the people of Nigeria, who were of different tribes, cultures, traditions and languages by the British colonial powers enthroned masculinity. Men dominance and subordination of women were integrated into their culture based on colonizers’ ideologies and values. This paper presents Nigerian women within the borderline of masculinity and the struggle to decolonize this post-colonial yoke.

Session 3 Paper Presentations
Kalispel North

The Space Between the Links: Mentorship within the Liminal Confines of Non-Citizenry

Esther Claros Berlioz, Miami University

Using Ibrahim's I-Thou Research Ethics as a conceptual framework, this paper is a *testimonio* that explores how the cultural intuition accrues over time and through the transition of visa status. These funds of knowledge are a form of socio-cultural capital that allows one to reach across the liminal outlines of impermanence in an effort to connect and mentor other non-citizens.

Immigrating Mixed Race Borders: Where Do I Belong?

Tamara Bush, Washington State University

As mixed race individuals/families increase in our growing society, questions of ambiguity of "Who/What Are You?" is continually asked. Not a native of an ethnic/racial background or possess some form of nationality to connect to, there is confusion as to how to become a permanent resident of self.

Session 4 Paper Presentations
Kalispel South

Scholar Activism in Higher Education: Challenging the Restrictive Borders Placed on Faculty

Andrea Wessel, Washington State University

This paper examines the scholar activist identity enacted by research university faculty and how this identity fluctuates in the context of neoliberal research institutions, while striving to move forward. The primary question being how can we re-imagine the university to encourage scholar activism as an identity for faculty members?

Deep Calls Out to Deep: Using Critical Theory to Ground Lived Experience for Undergraduates

Sarah Augustine, Heritage University

Paula Collucci, Heritage University

Rachel Flynn, Heritage University

What happens when the required university core course is presented with liberation in mind? At a small private university in central Washington, a team of 13 faculty and student services leaders tried. Anchored in critical race theory, this course nurtured space for identity, reflection and experiential. This paper explores what happened in one context when the purpose of higher education is defined as liberation over assimilation.

Session 5 Panel Presentation

Boardroom

Building a Better Future

Cindy Mackay-Neorr, Washington State University

Nursing Pathways BSN Peer Mentors, Washington State University

Nursing Pathways BSN Peer Mentors are the heart of a community of nursing students. In this panel, Peer Mentors discuss how their personal struggle with immigration, naturalization, education and poor healthcare shaped their career path – and resolve to become healthcare leaders and build a better future.

4:30 p.m. – 6:00 p.m.
Kalispel B

Conference Theme Workshop –
Nancy Carvajal Medina, Danica Wixom, Zach Mazur
Under the Skin: Dismantling Borders within Borders
Introduction by AG Rud

6:00 p.m. – 7:00 p.m.

Hearty Hors d'oeuvres and Dessert
Poster Session

Poster Presentations

Bullying among Social Work Students at Lewis-Clark State College
Christopher Fanning, Lewis-Clark State College

Developing Undergraduate Research Opportunities for Underrepresented Populations
Jamie Gilbert, Central Washington University
Meghan Gilbert, Central Washington University

Inclusivity, Undergraduate Research, Mentorship
Meghan Gilbert, Central Washington University
Kristi Talbott, Central Washington University

Do College Freshmen Students at a Predominantly White Institution Understand Race and White Privilege?
Sandra E. Larios, Washington State University

Books Bridging Borders: Children's Books About Immigrants
Teresa Million, University of Idaho

Using Response to Intervention (RTI) and Universal Design for Learning (UDL) Lessons to Reach All Learners
Sheri Modderman, Washington State University

Breaking the Border: Preparing Teachers for Immigrant Students
Huanshu Yuan, Washington State University

8:00 p.m. –
Impulse Lounge

Open Social

Friday, February 17, 2017

8:00 a.m. –	Registration \ Check-in
8:00 a.m. – 8:30 a.m.	Coffee and Networking
8:30 a.m. – 9:45 a.m.	Concurrent Sessions

Session 1 Paper Presentations
Kalispel A

Early Career Mathematics Teachers’ Practices Related to Language and Learners

Amy Roth McDuffie, Washington State University – Tri-Cities
Angela Witters, Washington State University – Tri-Cities

In this qualitative case study, we draw on situated socio-cultural perspectives to study language practices of six early career elementary and middle school mathematics teachers. We present four practices that were evident across the teachers, describe how these language practices were enacted, and discuss implications for teacher education and development.

The Impact of a Non-English Math Lesson on Preservice Elementary Teachers’ Support for ELLs Early

Anne E. Adams, University of Idaho
Farjahan Shawon, University of Idaho

This study examined the impact on native English speaking elementary preservice teachers of participation in a simulated mathematics lesson taught in Bengali. Written reflections on the experience and pre- and post-mathematics lesson plan supports for English language learners were collected from participants and analyzed.

Educational Strategy to Collapse the Borders of Erroneous Perception of Disability in Africa. A Case Study of Nigeria.

Caroline Ojeme, Washington State University

The erroneous perception of disabilities by the “ableist” Nigerians has confined children with disabilities within borders where they have little or no access to education. This has resulted into they becoming perpetual dependants and vulnerable. As citizens of Nigeria they have equal rights to formal education as their peers without disabilities to be in school and learn. This paper presents Nigerian children with disabilities within the education borderline and using Universal Design for Learning as a collapse strategy.

Paraprofessional in the Classroom for Students With Disabilities

Raghad Algadhi, Washington State University

Providing services for students with disabilities is one of the keys to helping them to improve their academic, behavior, social skills. One of the services they need to have in classrooms is to provide paraprofessional to help special and general education teachers and students with disabilities. In my paper, I compare the perceptions of teachers and paraprofessionals to highlight the similarities and differences among Saudi Arabia and United States classrooms.

Queer Rural Space and the Possibility of Decolonial Futures

Jenne Schmidt, Washington State University

This project examines particular rural geographies at the crossroads of empire that are intimately connected to national and global capitalist processes. I suggest that it is these queer rural spaces, which illuminate the interconnections between enslavement, settler colonialism, and forced migration, that can become a coalitional place from which to challenge the settler-native-slave triad.

“Be a Man”: Alternative Masculinities through Sport in Educational Settings

Bruce Lee Hazelwood, Washington State University

This presentation examines how we all may learn about alternative masculinities more effectively through examples in sport, such as feminine masculinities, LGTBIQ+ masculinities, and others.

Session 4 Paper Presentations
Kalispel South

The Place of Diversity into Global Educational Discourses about Migration Issues

Hector Gomez, University of British Columbia
Arturo Arias

In what ways diversity is considered into global education policies in the field of immigration issues? Diversity has been taken a leading place in those policies, however, we are interested in problematizing the way in which diversity is being considered, based on the theoretical lens of performativity theory, considering diversity as performative.

Session 5 Paper Presentations
Boardroom

Crossing Borders, Re-inventing Identities: Education, Multiculturalism and Globalization (Re)Shaping Muslim Youth in Canada

Neila Miled, University of British Columbia

Muslim youth are straddling different worlds, they are exposed to different forms of knowledge, cultures, and ways of being and becoming. This paper aims to explore the impact of their school experiences and the dynamics of the local and the global on their identity negotiations and their sense of belonging.

Images, Drawings, Pictures, Texts, and the Evolution and “Demise” of the Hashemi Family: Deconstructing Representations of the Ideal Family in Iranian School Textbooks

Amir Mirfakhraie, Kwantlen Polytechnic University

In this paper, I “read” and analyze written texts in the form of poems and stories in light of visual texts such as drawings, with a focus on various editions of *Social Studies 3*, in order to offer a historical analysis of how the nation is imagined in the curricula by highlighting how, whose, and for what ends knowledge about the family is narrated to students in the context of stories about the birth of the nation and the rise of the Islamic Republic to power.

9:45 a.m. – 10:00 a.m.

Break

10:00 a.m. – 11:15 a.m.

Concurrent Sessions

Session 1 Workshop

Kalispel A

Boxes, Cards and Forms: the Legal Regulation of Identity within and across Borders

Tyler Laferriere, Washington State University

Individual identity as it pertains to sex, gender, race, age, nationality, citizenship and - in the past - even religion determine who has access to the goods, services, rights and legal protections of most of our formal institutions. The working of any bureaucratic system necessitates this: we need finite ways to identify individuals, track processes and maintain accountability. However, many of these seemingly innocuous markers explicitly and implicitly highlight myriad and intersectional prejudices and serve to highlight who is included in and excluded from the borders that govern so much of our lives.

Session 2 Workshop
Kalispel C

***Scaffolding Pre-service Educators Understanding: Equity for
Immigrant and Indigenous Students through Case Study Analysis***

Sarah Pennington, Montana State University

Ann Ellsworth, Montana State University

Given the influence of teacher beliefs about equity on teaching practice, it is important to engage pre-service teachers in evaluating their own beliefs and biases. In this interactive session, participants will utilize a framework for discussing case studies and leave with tools to bring these discussions into teacher preparation courses.

Session 3 Panel Presentation
Kalispel North

Dylan: Lyrics, Singing, and Current Social Contexts

Patricia Maarhuis, Washington State University

Chad Gotch, Washington State University

A.G. Rud, Washington State University

This panel examines song lyrics of Bob Dylan, winner of the 2016 Nobel Prize for literature. Lyrics of selected songs are discussed in light of current cultural contexts. Specific attention is paid to themes of protest, power, identities, immigration, questioning institutions. Sing-along includes familiar protest songs revived for contemporary contexts.

Session 4 Paper Presentation
Kalispel South

***Understanding Multicultural Education: Perceptions of Preservice
Teachers in Turkey***

Hamdi Alanay, Marmara University

Hasan Aydin, Yildiz Technical University

The purpose of this is to investigate the perception and understanding of preservice teachers of school of education Istanbul, Turkey on multicultural education and diversity.

Language “Borders” in Multilingual Societies: A Comparison of Nigeria and Washington State Language Policies
Chioma Ezeh, Washington State University

The presenter will briefly describe three forms of bilingual education, outline the language demographics of Nigeria and Washington, report the results of the analysis of their language policies with concentration on how language diversity has been addressed, and suggest a way forward based on literature on bilingual education.

Examining the Imposter Phenomenon among Asian Students in STEM Programs
Devasmita Chakraverty, Washington State University

Eighty-seven percent of international students in the U.S. STEM programs originate from Asia and may face cultural and language barriers during their training. This paper reviews current research on imposter phenomenon (IP) and discusses how IP can be used as a lens to study Asian students’ experiences in STEM programs.

11:15 a.m. – 11:30 a.m.	Break
11:30 p.m. – 12:30 p.m. Kalispel B	Keynote Presentation – Dolores Calderon <i>Clashing Colonialisms: Rethinking the Borderlands through the Land</i> Introduction by Jenne Schmidt
12:30 p.m. – 1:15 p.m.	Lunch/Networking (on your own)
1:15 p.m. – 2:30 p.m.	Poster Session Concurrent Sessions

Poster Presentation

The Great Divide: How Indigenous Perspectives Inform White Privilege
Ann Ellsworth, Montana State University
Sarah Pennington, Montana State University

Session 1 Paper Presentations
Kalispel A

Mathematics, Everyday Contexts, Children's Lives

Angela Witters, Washington State University – Tri-Cities

Amy Roth McDuffie, Washington State University – Tri-Cities

This presentation will report on a study that aimed to investigate how everyday contexts related to children's lives could increase equitable participation in rich mathematical tasks. The project under study focused on equipping teachers with powerful strategies to improve students' access to mathematics learning.

Infusing Empathy into Engineering Design: Supporting Underrepresented Student STEM Interest and Sense of Belongingness

Henriette Burns, Washington State University – Vancouver

Embracing empathy in STEM education may validate the interests of diverse students and improve their sense of belongingness. A more socio-technical viewpoint in STEM education could provide diverse students an opportunity to showcase their unique funds of knowledge, improve their STEM agency and obtain a seat at the STEM table.

Session 2 Paper Presentations
Kalispel C

A Native American Students Perspective on the North Dakota Access Pipeline

David Taptto, Lewis-Clark State College

With the recent stoppage ordered by President Obama, the Army Corps of Engineers also ordered the construction and drilling to halt. As of 12/5/2016, the construction is still going on and the drilling continues. One Native American student will offer his own perspective on this issue and discuss his personal journey to Standing Rock before it grew.

Session 3 Paper Presentation
Kalispel North

Rwanda Political Issues, Genocide and Reconciliation.
Epiphanie Church, Lewis-Clark State College

1. The dictatorship of the president Paul Kagame and his party.
2. The denial of political opposition parties to work and participate in the national elections in Rwanda.
3. Kagame and RPF use the “genocide tool” to kill and put people in prisons.

Session 4 Paper Presentations
Kalispel South

(Un)Learning Anthropocentrism: Teaching to Resist Human-Supremacy in Curriculum and Pedagogy
John Lupinacci, Washington State University

This paper shares a pedagogical process aimed at helping educators, and specifically teacher educators, to recognize an anthropocentric worldview, to examine how this worldview is implicated in maintaining human (and male, white, able-bodied) supremacy, and to rethink anthropocentrism in favor of ecological alternatives that are socially just and encompass all living systems.

Beyond Outcome Revisited: New Directions Toward Social Justice in a University Writing Program
Xyanthe Neider, Washington State University
Lisa Johnson-Shull, Washington State University
Brooklyn Walter, Washington State University

This presentation will briefly explore that history, the current moment, and discuss the future directions of the Washington State University Writing Program in teaching and assessing the writing of an increasingly diverse student body.

***“Living within Borders”: Colonization Legacies and an Approach
Toward Decolonization in West Africa***

Emmanuel Jaiyeola, Washington State University

Chioma Ezeh, Washington State University

Caroline Ojeme, Washington State University

This paper shares a pedagogical process aimed at helping educators, and specifically teacher educators, to recognize an anthropocentric worldview, to examine how this worldview is implicated in maintaining human (and male, white, able-bodied) supremacy, and to rethink anthropocentrism in favor of ecological alternatives that are socially just and encompass all living systems.

2:30 p.m.

Conference closes

Please hand in your evaluation before departing.

SAFE TRAVELS

THANK YOU!