

**14<sup>th</sup> Annual International  
Globalization, Diversity,  
and Education Conference**

*Conference Theme: Power and Cultural Politics in Antiracist and Decolonial  
Education and Educational Research: Intersectionality, Resistance, and Survival*

February 22-23, 2018

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



# **14<sup>th</sup> Annual International Globalization, Diversity, and Education Conference**

## **SPONSORED BY**

College of Education  
Washington State University

Office of the President  
Washington State University

Office of Equity and Diversity  
Washington State University

Washington State University - Everett

## **CONFERENCE ORGANIZERS**

Paula Groves Price, Co-Conference Chair

A.G. Rud, Co-Conference Chair

Julie Killinger, Conference Coordinator

Courtney Benjamin, Cultural Studies and Social Thought in Education Graduate Student  
Veneice Guillory-Lacy, Cultural Studies and Social Thought in Education Graduate Student  
Amir Gilmore, Cultural Studies and Social Thought in Education Graduate Student  
Callie Palmer, Cultural Studies and Social Thought in Education Graduate Student  
Jeremiah Sataraka, Cultural Studies and Social Thought in Education Graduate Student  
Carolina Silva, Cultural Studies and Social Thought in Education Graduate Student

## **CONFERENCE PROPOSAL REVIEWERS**

Courtney Benjamin  
Beth Buyserie  
Amir Gilmore  
Veneice Guillory-Lacy  
Toria Messenger  
Jeremiah Sataraka  
Carolina Silva  
Paula Groves Price  
A.G. Rud

## MESSAGE FROM THE CHAIR

The fourteenth annual Globalization, Diversity, and Education Conference promises to be an engaging venue for scholars, teachers, and community activists to gather and discuss core issues of justice in education. This conference, which is organized and led by the Cultural Studies and Social Thought in Education program in the College of Education, is part of a legacy devoted to critical scholar-activism and the land-grant mission of Washington State University.

This year, the conference graphics feature the Sankofa bird, a symbol from West Africa expressed in the Akan language as “se wo were fi na wosan kofa a yenki” which translates to “it is not taboo to go back and fetch what you forgot.” The Sankofa bird is also frequently used as a reminder that whatever we have lost or forgotten can be reclaimed, revived, and preserved for the future. It is an honoring of our ancestors who have shown us the way and taught us strategies for survival and resistance.

Our conference theme encourages critical and intersectional dialogues on the cultural politics of education, and in particular, decolonial and antiracist education and pedagogies of dissent, resistance, and survival. We are excited that Dr. Michael J. Dumas will join us as this year’s keynote speaker, sharing with us his wisdom and criticality in Black Critical Theory (BlackCrit) as we mobilize to combat antiblack racism in education and society.

We are grateful for financial support provided by our sponsors:

- Jeffrey Guillory, Diversity Education Director, Office of Equity and Diversity, Washington State University;
- Paul Pitre, Chancellor, Washington State University - North Puget Sound at Everett;
- Michael Trevisan, Dean, College of Education, Washington State University;
- Kirk Schulz, President, Washington State University

We welcome you to the 14<sup>th</sup> annual Globalization, Diversity, and Education conference and look forward to lively discussion and learning from all participants.



Paula Groves Price  
Associate Dean for Diversity  
and International Programs  
and Co-Conference Chair



A.G. Rud  
Co-Conference Chair

## KEYNOTE ADDRESS

Thursday, February 22, 6:30 p.m.

*Against the Dark: Understanding and Responding to Anti-Blackness in Education*

**Michael J. Dumas**



Dr. Michael J. Dumas is an Assistant Professor at the University of California, Berkeley in the Graduate School of Education and the African American Studies Department. He earned a Ph.D. in Urban Education with an emphasis in social and educational policy studies from The Graduate Center of the City University of New York. His research sits at the intersection(s) of the cultural politics of Black education, the cultural political economy of urban education, and the futurity of Black childhood(s).

He is primarily interested in how schools become sites of Black material and psychic suffering and anti-black violence, how disgust with and disdain for blackness inform defenses of inequitable distribution of educational resources, and ways that anti-blackness persists in education policy discourses and in broader public discourses on the worth of economic and educational investment in Black children. His recent publications have appeared in such journals as *Teachers College Record*, *Race, Ethnicity and Education*, and *Discourse*, and he was an invited contributor to the *Handbook of Critical Race Theory in Education* and the *Handbook of Cultural Politics and Education*. He is currently lead editor of a forthcoming special issue of *Teachers College Record* titled, “Political Economy, Race and Educational (In)equality: Realizing and Extending the Radical Possibilities of Jean Anyon” and is also lead editor for the 2016 *Politics of Education Yearbook*, which will appear as a special issue of *Educational Policy* dedicated to the cultural politics of race.

## PLENARY SESSION

Friday, February 23, 11:00 a.m.

### *The Intricacies of Resistance Efforts: A Community Discussion with Spokane Activists Fighting for Social Justice.*

As white supremacist, xenophobic actions and people become more and more blatant and public; and are increasingly upheld by visible national leaders, grassroots activists continue their fight for social justice. For example, since January 2017, hundreds of demonstrations have taken place each month nationwide. These grassroots actions hold important knowledge and are critical to understanding today's political and social realities. By centering grassroots work, we strive to acknowledge the intellectual and public contributions made by community organizers. This session brings together local Spokane community organizers for a discussion on the intricacies of resistance efforts, especially under today's political climate.

#### **Sharon Randle, NAACP 1<sup>st</sup> Vice President, Spokane Chapter**



Sharon Randle serves as the First Vice President of the NAACP Spokane Branch. Her educational background includes a Bachelor's Degree in Social Work from Eastern Washington University, and a Master's Degree in Social Work from University of Washington. Ms. Randle is passionate about helping underrepresented, culturally diverse youth populations who are struggling with drug and alcohol addiction to become clean & sober and live healthy productive lives. Along with the Spokane NAACP branch, Ms. Randle is working to break the silence of our youth and lift up their voices through the Spokane NAACP Youth Council, first formed in 1977. Even though the Youth Council was established 40+ years ago, it has been inactive for quite some time. In an effort to reactivate the Spokane Youth Council the Spokane NAACP branch has formed a Youth Task Force Committee (YTF). The main task of the YTF is to provide a platform for youth and get the Youth Council back in compliance with NAACP national guide lines. She is the mother of two amazing sons and a proud member of the Coeur d'Alene Tribe.

**Ian Sullivan, Executive Director, Odyssey Youth Movement**



Ian Sullivan has almost ten years of experience in youth work and peer mentoring. His most recent work was as the Education Manager at Planned Parenthood of Greater Washington and North Idaho where he oversaw the implementation of evidence-based and peer education programs throughout central, Eastern Washington and North Idaho. Odyssey is excited to welcome Ian's experience to the position of Interim Executive Director after his years of service on the board of directors and as program staff here at OYM. With his passion for community, Ian serves as the President of the South Perry Business and Neighborhood Association, the same neighborhood that Odyssey is lucky enough to call home.

**Lacy Nguyen, Co-President, Spokane Dream Project**



Lacy Nguyen (She/Her) is a first generation, Asian-American from Lynnwood, Washington. She is currently studying Political Science at Whitworth University, and will be a sophomore next fall. Lacy is passionate about social justice, and being an ally to marginalized groups of people. On campus she is involved with Spokane Dream Project, a club that advocates for undocumented people within the Spokane community. Lacy is dedicated to immigration advocacy, and protecting immigrant rights. She is also extremely passionate about mental health awareness, especially within the Asian-American community. Lacy is proud to be the daughter of a Vietnamese immigrant, and hopes to empower other first-generation students throughout her career. When she is not fighting for justice, you can find her painting, drawing, running, or eating good Vietnamese food.

**14<sup>th</sup> Annual International  
Globalization, Diversity, and Education Conference**

**CONFERENCE AT A GLANCE**

**Thursday, February 22, 2018**

**Kalispel Conference Center**

8:00 a.m.	<b>On-Site Registration \ Check-in</b>
9:00 a.m. – 9:30 a.m.	<b>Opening Welcome</b>
9:30 a.m. – 10:45 a.m.	Concurrent Sessions
10:45 a.m. – 11:00 a.m.	Break
11:00 a.m. – 12:15 p.m.	Concurrent Sessions
12:15 p.m. – 1:45 p.m.	Lunch (on your own)
2:00 p.m. – 3:15 p.m.	Concurrent Sessions
3:15 p.m. – 3:30 p.m.	Break
3:30 p.m. – 4:45 p.m.	Concurrent Sessions
4:45 p.m. – 5:00 p.m.	Break
5:00 p.m. – 6:15 p.m.	Concurrent Sessions
6:30 p.m. – 7:30 p.m.	<b>Keynote Address – Michael Dumas</b>
7:30 p.m. – 9:00 p.m.	Reception with Hearty Hors d'oeuvres

**Friday, February 23, 2018**

**Kalispel Conference Center**

8:00 a.m.	<b>On-Site Registration \ Check-in</b>
8:00 a.m. – 9:15 a.m.	Concurrent Sessions
9:15 a.m. – 9:30 a.m.	Break
9:30 a.m. – 11:00 a.m.	Concurrent Sessions
11:00 a.m. – 12:15 p.m.	<b>Plenary Session</b>
12:15 p.m. – 1:30 p.m.	Lunch (on your own)

**Friday, February 23, 2018**

**Pend Oreille Pavilion**

1:30 p.m. – 2:30 p.m.	<b>Poster Session</b>
2:30 p.m. – 3:45 p.m.	Concurrent Sessions
3:45 p.m. – 4:00 p.m.	Break
4:00 p.m. – 5:15 p.m.	Concurrent Sessions
5:30 p.m. – 6:00 p.m.	<b>Conference Closing Ceremony</b>

Thursday, February 22, 2018

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8:00 a.m.

**Registration \ Check-in**

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9:00 a.m. – 9:30 a.m.

Kalispel Ballroom

**Opening: Kalispel Tribe**

**Welcome: Paula Groves Price and A.G. Rud,  
Co-Conference Chairs**

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9:30 – 10:45 a.m.

**Concurrent Sessions**

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Session 1      Workshop

Kalispel A

***Approaches to Teaching Language, Knowledge, and Power***

**Beth Buyserie**, Washington State University

**Miriam Fernandez**, Washington State University

**Edie-Marie Roper**, Washington State University

**Mark Triana**, Washington State University

**Tabitha Espina Velasco**, Washington State University

This workshop invites speakers and participants to dialogue on the connections between language, knowledge, power, and our pedagogies. Participants will interrogate their own classrooms through the lens of language and power in self-reflexive and collaborative ways. We suggest participants bring their teaching or program materials with them to this session.

Session 2      Paper Presentations

Kalispel C

***Understanding Curriculum as Racial Text: Recollections of Racism***

**Diana Wandix-White**, Texas A&M University

**Vicki Mokuria**, Texas A&M University

**Willie Harmon**, Texas A&M University

Curriculum and race are two seemingly unrelated words, yet several scholars have successfully demonstrated connections between the two, even delineating curriculum as racial text. This reflective essay focuses on curriculum as racial text in regard to identity and repression, Black curriculum orientations, and issues of institutional practice.



***Discursive Formations of Indigenous and Black Identities in Iranian School Textbooks: Racialized Constructions of the Other***

**Amir Mirfakhraie**, Kwantlen Polytechnic University

This paper explores how the anti-imperialist Iranian other imagines local and global forms of Indigeneity and Blackness and portrays their agencies and histories for Iranian citizens. I deconstruct the dominant public pedagogies that inform the official knowledge about Indigenous and Black peoples in Iranian curriculum for Grades One through Nine.

***Cultural Immersion and Student Learning Through Study Abroad Programs***

**Pavan John Antony**, Adelphi University

This session will highlight the experiences of eighteen students who participated in a study abroad program in special education to India. The presenter will discuss the daily experiences, challenges and opportunities for students as well as the instructor during the study abroad program

Session 3 Workshop

Kalispel North

***Identities in Transition: Resisting Power by Shifting Selves***

**Xyanthe Neider**, Washington State University

**Rachel Sanchez**, Washington State University

**JT Torres**, Washington State University

Using a combination of storytelling, songs, images, etc., these speakers will interrogate the construction of student identities. The purpose will be to illuminate a model of mentorship that moves beyond token representation and provides students with a model for how the self can shift to satisfy multiple performances.

Session 4 Paper Presentations

Kalispel South

***A Model for Ethical Leadership Praxis in a Global Society: Advancing Opportunity and Equity***

**Penny Tenuto**, University of Idaho, Boise

Participants in this workshop will review and discuss a research-based model that informs contemporary leadership of school systems for democratic societies. This original model is intended primarily for P-12 school leaders and university professors who prepare teachers and leaders for honing an ethical leadership praxis in a global society.

***Having Difference Find a Place in the Classroom***  
**Stephanie Aguilar**, Gonzaga University  
**Brahaim Villanueva**, Gonzaga University  
**Debbie Brown**, Gonzaga University

This presentation will look at how to incorporate diversity, social justice, and equity in the classroom. How do teachers open the door to the conversation of difference? This presentation will provide resources and plans to open this door through integrating content into the curriculum.

Session 5 Paper Presentations  
Chief Victor Boardroom

***(re)Imagining Global Identities at the Central Idaho School***  
**Caitlyn Scales**, Washington State University

With continued interconnectedness, global expansion, and global economies education must call into question how students are prepared for a global society. This study tells the story of three students at a Central Idaho school and their experiences of developing global identities through experiential and expeditionary learning opportunities locally and globally.

***Humanistic Experiential Learning***  
**Morgan Owen**, Gonzaga University  
**Tucker Mortensen**, Gonzaga University

This session includes the presentation of two digital autoethnographies based on a graduate study abroad course in Cali, Colombia, about leadership, communication, & community development. Discussion includes ethics of experiential learning, complexities of power & privilege of cultural immersion, and imagining more humanistic learning practices. Cross-cultural understanding & reflexivity are major topics.

***Politics of Authenticity: Global Citizenship in a New York-Based Residence for Graduate Students***  
**Bader Alfarhan**, Teachers College, Columbia University

This study explores how graduate students residing in a New York-based NGO-run, private dormitory navigate through conflicting notions of global citizenship and diversity. While these students are taught to identify as “global citizens” belonging to a homogenous global community, they are also expected to act as unique cultural ambassadors.

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10:45 a.m. – 11:00 a.m.

**Break**

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11:00 a.m. – 12:15 p.m.

**Concurrent Sessions**

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Session 1 Paper Presentations

Kalispel A

***Democracy in Action: Civic-Engagement in K-8 Social Studies Curriculum***

**Johnny Lupinacci**, Washington State University

Teaching social studies for democratic citizenship requires teachers learn to facilitate students learning about democracy by directly experiencing it. This paper shares how civic engagement served as a catalyst for planning K-8 culturally relevant social studies curriculum inclusive of opportunities for students to experience core democratic values in action.

***Education and Empowerment in a Time of Tyranny***

**Lasana Kazembe**, Indiana University

This talk explores the landscape of education, politics, power and the challenges we face in society. Simultaneously, the talk offers insights on ways to reimagine teaching and learning to reshape democracy, culture, community, and our relationship to the world and one another.

***Praxis of the Teaching Profession: A Dialectic of Institutional Oppression and the Development of Pedagogy and Scholarship***

**YiShan Lea**, Central Washington University

**Carol Butterfield**, Central Washington University

This presentation provides an emic look on how two lives cross path in the development of pedagogy, scholarship and solidarity in a regional university. The history of teacher education and the nature of the faculty work, then and now, and the culture of educational institution will be analyzed to define a meaningful life in the teaching profession; in result, a praxis of the teaching profession will be explored or formulated.

***Is this book racist?: Engaging Preservice Teachers in Undergraduate Action Research***

**Susana Flores**, Central Washington University

**Keith Reyes**, Central Washington University

In this workshop, attendees will be provided with an interactive, hands-on opportunity to evaluate children's literature for bias and to participate in a discussion about diversity and representation in children's literature. Further, attendees will understand how to engage preservice teachers in undergraduate action research to resist dominant narratives.

***The Social Death of the Cool***

**Amir Gilmore**, Washington State University

What is the cool? In a country ever many are hip, but few are cool, what is the essence of the cool? Oft appropriated and misunderstood, the cool, has a variety of meanings. For Black males, being cool is something different; it is a lifestyle. Cool is about Black survival.

***The Significance of Autobiography in Constructions of Black Masculinity***

**Courtney Thompson**, The University of the South

In this paper, I examine the way(s) in which integrating first-person narratives enriched and complicated constructions of Black masculinity in an undergraduate course designed to investigate the realities of Black men.

***Intervening in the "Crisis" – A Critical Assessment of Black Male Youth Interventions from 1950s – 2010s***

**David Turner, III**, University of California, Berkeley

This paper focuses on the ways that racialized and gendered notions of morality are used to justify Black male youth interventions. I focus on the ways that Black Male youth interventions reproduce carceral state logics in order to control Black male youth and shape a specific type of middle-class, heteronormative Black male identity.

Session 4 Panel Presentation  
Kalispel South

***The Data Don't Lie ... Or Do They? How White-Settler-Colonialist Language Obscures Educational Inequality***

**Deanna Chappell Belcher**, University of Oregon

**Katherine Fitch**, University of Oregon

**Stephany RunningHawk Johnson**, University of Oregon

In today's "data driven" climate, we rely on different kinds of data to understand what is going on in our schools, under the assumption that "data doesn't lie." Join this panel to explore examples of the ways white-settler-colonial assumptions are manipulating the data in *your* life.

Session 5 Paper Presentations  
Chief Victor Boardroom

***Sexual Health Education: Decolonization through Inclusive Pedagogy***

**Andrea Wessel**, Office of Superintendent of Public Instruction

During this presentation, we will look at sexual health education as a force for decolonization of K-12 public schools. This presentation will discuss disparities youth of color and LGBTQ+ youth face regarding sexual violence, STDs acquisition, and prevention education and how anti-racist sexual health education can act as a solution fill gaps between social and race classes created through colonization.

***Our Whole Lives (OWL) Sexual Education Curricula in Teacher Preparation and Student Services Programming.***

**Tom Salsbury**, Washington State University

**Lysa Salsbury**, University of Idaho

Presenters overview Our Whole Lives (OWL) sexual education curricula and explain how they incorporate core curricular principles in the work they do with student services programming and teacher education. They focus on a campus-based sexual education program and a teacher preparation seminar on responding to children's values-based questions on sexuality.

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12:15 p.m. – 1:45 p.m.

**Lunch / Networking** (on your own)

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Session 1      Workshop

Kalispel A

***Understanding Power, and Privilege Through Emotional Intelligence, Mindfulness, and Personal Narrative***

**Morgan Owen**, Washington State University

Participants will connect emotional intelligence & mindfulness as a means to understand power & privilege. We will share & reflect on our personal stories in relationship to each other & society. Listening, empathy, & presence are major focal points. Participants will increase their ability to process, promote & engage in social change on a micro-scale.

Session 2      Panel Presentation

Kalispel C

***Countering Academic Disengagement 101: The Need for Ethnic Studies in Education***

**Edmundo Aguilar**, Eastern Washington University

**Jasmine Hernandez**, Eastern Washington University

**Israel Davis**, Eastern Washington University

**Claire Israel**, Eastern Washington University

**Aleczaider Tabish**, Gonzaga University

In response to recent conservative groups waging a campaign against “liberal academics”, specifically targeting antiracist and decolonial education by creating a professor watchlist, this proposal highlights critical scholar activism by undergraduate students enrolled in ethnic study courses. These panelists demonstrate the need for culturally relevant curriculum grounded in critical issues of race and culture by countering a hegemonic narrative that has historically and continues to oppress marginalized communities.

Session 3      Paper Presentations

Kalispel North

***Jazz: Black Freedom Music***

**Amir Gilmore**, Washington State University

The Avant-Garde style of Jazz was an embodiment of the Black Power and Black Arts Movement. It was the rejection of western conventions and standards that limited expression. Moreover, it was rooted in liberation from anti-Black conditions that kept Black people and Black musicians restricted socially, politically and economically.

***Poetry and Process: Grappling with Epistemological Power Structures***  
**Toria Messinger, Washington State**

The following presentation looks at how poetry becomes a personal tool to engage with and challenge epistemological expressions of power within the educational system and society.

***Applying African-American Literary Study to Issues of Identity***  
**Bruce Daniels, Auburn University**

This paper explains the benefits of using African-American literature and identity building exercises in lessons can help adolescents form healthy identities.

Session 4 Paper Presentations  
Kalispel South

***Developing Cultural Competency among Faculty and Staff in Higher Education***

**Shameem Rakha, Washington State University**  
**Shannon Calderone, Washington State University**

Despite concerted diversification efforts on campuses nationally, the work of strengthening cultural competency among faculty and staff has remained largely under theorized in the research and disconnected from campus practice. This paper outlines an agenda for meaningful diversity work that strengthens campus-based cultural competencies reinforced through committed campus leadership.

***Diversity in the Undergraduate Classroom: Faculty Perspectives***

**Mike Yough, Oklahoma State University**  
**Sarah Gordon, Oklahoma State University**  
**Emily Finney, Oklahoma State University**  
**Andrea Haken, Oklahoma State University**  
**Susan Mathew, Oklahoma State University**  
**Erik Dewey, Oklahoma State University**  
**Caleb Leggett, Oklahoma State University**

The purpose of this multi-phase, qualitative, study is to understand faculty expectations about and experiences with diversity and international issues at an institution that has a diversity course requirement embedded in the undergraduate curriculum as a way of promoting intercultural sensitivity.

Session 5 Paper Presentations  
Chief Victor Boardroom

***Cultivating Critical Hope in Higher Education Gender Centers***

**Matthew Jeffries**, Washington State University

**Ashley Boyd**, Washington State University

This presentation traces the historical development of women's and gender centers on college campuses and posits how such institutions are spaces that facilitate critical hope. Presenters conclude with additional practices that such centers can assume for supporting marginalized students with attention to the challenges posed by our current political climate.

***Experiences of Faculty in Developmental Literacy who Identify as Allies with the LGBTQIA+ Community***

**Amber Sarker**, Texas State University

This qualitative study seeks to understand the experiences and perceptions of postsecondary educators in developmental literacy roles. Conversations illustrate how allies with the LGBTQIA+ community use pedagogical choices and safe(r) spaces to strive for greater equality and justice. Additional salient themes include identity, empathy through experience, and requests for resources.

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3:15 p.m. – 3:30 p.m.

**Break**

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3:30 p.m. – 4:45 p.m.

**Concurrent Sessions**

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Session 1 Paper Presentations  
Kalispel A

***“We Are Going to Keep Building and Rising”:* Understanding Discursive Practices of Immigrant Youth**

**Carolina Silva**, Washington State University

**Brenda Rodriguez**, Washington State University

In this paper, I analyze discourses among immigrant youth in the US and the ways naming/demarcation by immigrant youth shape the broader immigrant movement. I discuss how immigrant youth defy but also borrow state-sanctioned language/practices in their own advocacy efforts in the aftermath of the termination of DACA.



***Unintended Consequences of immigration enforcement actions: a case study of a rural Washington community***

**Gregory Cunningham**, Quiroga Law Office, PLLC

Immigration enforcement actions can negatively impact communities by creating fear among immigrant populations and by undermining social and economic social structures. Primarily through an analysis of events which took place in Brewster, Washington, in December 2009, the presentation is an exploration of this phenomenon.

Session 2      Paper Presentations  
Kalispel C

***Rethinking the Franklin Book Programs, Inc. in Iran: Book Publishing, American Exceptionalism, and Modernization***

**Amir Mirfakhraie**, Kwantlen Polytechnic University

This paper examines the roles of the Franklin Book Programs, Inc., which assisted non-Western countries to develop indigenous book publishing industries, in Iran. I analyze the records of Franklin Tehran, archived at Princeton University, and explore how the discourses of Whiteness, philanthropy, tutelage, American exceptionalism, and modernization informed its programs/projects

***Coloniality and Nascent Subjectivities in an Age of Drone Wars and Beauty Gurus***

**Adam Martinez**, Nyssa School District

From robotics to 1:1 classrooms, technology is presented as the salvation of failing schools. This paper examines the current computer tech mania in public schools, attempting to locate it within its proper political, historical and cultural contexts, at local and global levels, in order to understand the role of this trend in today's empire.

Session 3      Panel Presentation  
Kalispel North

***Mexico 68: Unity and Defiance Through Graphic Design***

**Stephanie Aguilar**, Gonzaga University

**Amayrani Chavez**, Gonzaga University

**Rafael Castellano-Welsh**, Gonzaga University

This presentation will use discussion and an activity to explore how media can be powerful and unifying even for different groups.

Session 4 Paper Presentations  
Kalispel South

***Beyond Civility: Facilitating “Difficult Dialogues” as Anti-Racist Pedagogy***

**Pam Bettis**, Washington State University

**Jenne Schmidt**, Washington State University

Challenging notions of civility and neutrality, this interactive workshop illuminates the imperative for Difficult Dialogues as an anti-racist pedagogical tool. Bridging critical theory and everyday classroom practices, the workshop provides participants with tools to prepare for and facilitate difficult dialogues in their classrooms, as well as strategies for navigating resistance.

***Leading for Equity: It’s not Something We Do, It’s Something We Are***

**Laura Hallberg**, Touro University

**Louise Santiago**, Touro University

In this workshop, the facilitators review concepts that may be familiar to participants, but don’t always have lasting impact. Participants will use a self-inventory around their own biases, practice being uncomfortable in that space, and begin to construct counter-narratives to hear and respond to others’ points of view.

Session 5 Paper Presentations  
Chief Victor Boardroom

***Higher Education under Siege: Richard Spencer, Milo Yiannopolous and the Debate over Free Speech***

**Ramin Farahmandpur**, Portland State University

Student-sponsored speaking events featuring right-wing provocateurs and conservative activists, have resulted in violent clashes on college campuses. This paper proposes policies that universities could adopt to educate students about First Amendment rights and to encourage them to exercise tolerance while participating in constructive dialogue instead of resorting to violence.

***“This is never going to be behind us”: Contemporary student activism and exhaustive (im)possibilities***

**Kristi Carey**, University of British Columbia

Considering the resurgence of student activism within the context of the neoliberal university, this paper will attempt to unpack exhaustion as a theorization, as well as understanding its very real and material effects on students of colour involved in campus movements, and its meaning for social justice in the academy.

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4:45 p.m. – 5:00 p.m.

**Break**

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5:00 p.m. – 6:15 p.m.

**Concurrent Sessions**

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Session 1      Workshop

Kalispel A

***The Dream is Now: Exploring Immigration Reform and Stories of Undocumented Youth through a Documentary & Discussion***

**Jeremiah Sataraka**, Washington State University

“The Dream is Now” is a powerful 30-minute documentary featuring the personal stories of four undocumented youth and contextualizes their stories within the movement to reform the broken US immigration system. Participants will watch the documentary, engage in activities, and end with a call to action.

Session 2      Paper Presentations

Kalispel C

***Growing our Own: Here and There***

**Lisa Green-Derry**, HDLG Services, LLC

**Kristyna Jones**, Brothers Empowered to Teach

Teacher preparation and support as influencing factors in outcomes for students living in diverse geographic areas of the world is the panel focus. Panelists will examine work of three organizations whose missions coalesce around ensuring positive educational outcomes for children from marginalized communities through preparation and support of teachers.

***Re/claiming love as a guiding epistemology of Black Feminist Thought***  
**Charise DeBerry, Washington State University**

Love is the core of Black Feminist Thought as praxis. A postcolonial imagination relegates love to agent of oppression rather than catalyst of its dismantling. Movements, music, and literature place love at the heart of BFT as praxis which must be re/claimed as key to anti-racist, decolonial endeavors.

***A Beginning Exploration of a Living Pedagogy and Praxis of Solidarity***  
**Cristina Dominguez, University of North Carolina at Greensboro**

Inspired by Lorde (1984) to “seek beyond history” for a “new and more possible meeting”, I critically explore and create a bricolage of feminist, critical race and performance pedagogies and theories in an effort to inform a living praxis and pedagogy of solidarity across lines of structural power difference.

Session 3 Paper Presentations  
Kalispel North

***Feminist Philosophy of Teaching: Challenging General Discourses of Race, Gender, and Sexuality***  
**Minerva Zayas, Oregon State University**

“One way to integrate critical thinking into classrooms is through feminist teaching” Utilizing feminist teaching suggests views and perspectives that are diverse and different ways of looking at the globe. Challenging general discourses of race, gender, and sexuality in a feminist classroom provides the learners with a critical thinking that allows them to think outside the box of general beliefs.

***Feminist Teaching of Arts and Literature: Reflections on Marginalized Voices***  
**Nasim Basiri, Oregon State University**

Introducing feminist teaching of the marginalized voices is an excellent way of helping students to have a broader view of the oppressed level of the society and globe and engaging them with the most important social and global issues and hidden histories. It will deepen students’ empathy for the acceptance of “others” by knowing the history of resistance, marginalization and the politics of silencing.

Session 4 Paper Presentations  
Kalispel South

***Attachment and Student Outcomes: Significance of Teacher Attachment for Marginalized Students in Urban Settings***

**Diana Wandix-White**, Texas A&M University

Teacher-student relationships are at the heart of the learning process. Current literature connects teacher-student attachment to student outcomes, suggesting that secure attachment between teacher and student may be especially important for low socioeconomic status, low-achieving, marginalized students in urban settings. This study synthesizes the current literature on this topic.

***Diversity and Disavowal: Dis(Orientations) in the Neoliberal Educational Complex***

**Justin Jiménez**, University of Minnesota

This paper draws on critical auto/ethnographic tales to illuminate the ways diversity discourses in the neoliberal teacher preparation program avert crisis to protect regulatory ideals of white colonial subjectivity (Wynter 2003), multicultural happiness (Ahmed 2004), and the good life (Berlant 2011).

Session 5 Paper Presentations  
Chief Victor Boardroom

***Critical Diversity and Decolonial Methodologies in the Liberal Arts Classroom***

**Kathy-Ann Tan**, Bard College Berlin

**Yaron Maïm**, University of the Arts, Berlin

The aim of this workshop is to develop a methodology of critical diversity and decolonial practice in the Liberal Arts classroom. It engages a growing body of work on the cultural politics of education, and in particular, decolonial and antiracist education. We will discuss pedagogies of dissent, survival, and resistance and create a space for dialogue, exchange and collaboration.

*Using Theater to Transform Conversations on Culture and Social Justice*

**Khadijah Ali-Coleman**, Morgan State University

The use of theater in the classroom of a course that is not theater-related can transform student learning experiences. This workshop introduces participants to how an instructor used a play to teach a classroom of culturally diverse students on how culture impacts communication and how we show up in the world.

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6:30 p.m. – 7:30 p.m.  
Kalispel Ballroom

**Keynote Presentation – Michael J. Dumas**  
*Against the Dark: Understanding and Responding to Anti-Blackness in Education*  
Introduction by Amir Gilmore

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7:30 p.m. – 9:00 p.m.  
Kalispel Ballroom

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**Reception with Hearty Hors d’oeuvres and Dessert**

Friday, February 23, 2018

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8:00 a.m. **Registration \ Check-in**

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8:00 a.m. – 9:15 a.m. **Concurrent Sessions**

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Session 1 Invited Presentation  
Kalispel A

*Special Session for Graduate Students: Conversations with keynote speaker Dr. Michael Dumas*  
**Michael Dumas**, University of California, Berkeley  
**Graduate Students**

Session 2 Panel Presentation  
Kalispel C

*Critical Contestations with Leadership for Social Change in the Anthropocene*  
**Shannon Calderone**, Washington State University  
**Johnny Lupinacci**, Washington State University  
**Shameem Rakha**, Washington State University  
**Teena McDonald**, Washington State University

In this presentation, the panelists address, through a range of critical social theories, the opportunities (and missed opportunities) for social justice in Ed.D. program development, supportive program structures, course content, and connected public scholarship in teacher education and PK-12 school leadership.

Session 3 Paper Presentations  
Kalispel North

*Decolonizing the transnational mind: Transitioning from Eurocentricity to Afrocentricity*  
**Serian Jeng**, Miami University

Through an autoethnographic lens, I explore how growing up as an African in Norway influences how I view myself as a transnational woman. Through learning African history from a Eurocentric viewpoint, I want to explore how education through Afrocentric views helps to strengthen transnational children in predominantly white spaces.

***Culturally Responsive Teaching and Multicultural Competence:  
Teaching Diverse Students in U.S. Private Secondary Schools***

**Nancy Will**, University of Washington

Besides domestic students, U.S. private secondary schools have growing numbers of international students. Not all teachers readily embrace diverse students in regards to curriculum design and/or instruction. They need to employ culturally responsive teaching as pedagogy, develop their multicultural competence, and guide students to cultivate their own sense of multiculturalism.

***Fracking our Racialized Perceptions: An Autoethnographic  
Archaeological Dig***

**Vicki Mokuria**, Texas A&M University

**Bailey Morris**, Texas A&M University

**Caitlin TramAnh “Tommy” Vu**, Texas A&M University

This collaborative auto-ethnographic study investigates racism in the participants’ lives, using journaling, along with self-revelation in discussions on how structures of systemic racism impacted our racial development. Our study centers on five very diverse women ranging from undergraduate to graduate levels of study in a predominantly White institution in Texas.

Session 4 Panel Presentation

Kalispel South

***Neoliberalism in the Neighborhood – A Political Economy Guide to  
Globalization***

**Anthony Zaragoza**, The Evergreen State College

**Anthony Norman**, The Evergreen State College

**Devon Kerr**, The Evergreen State College

**Precious Yarborough**, The Evergreen State College

“Neoliberalism” describes the web of global economic, political, cultural and ideological shifts in advanced capitalist countries over the last forty-plus years. Neoliberalism unleashes total market rule, and with it a process of economic, political, and social restructuring, leading to enormous increases in inequality. We’ll offer tools to explain and explore neoliberalism with a concrete, place-based pedagogy.



***STEM Social Justice 101: A Critical Latina/o STEM Course at a Southwest R1 Institution***

**Shireen Keyl**, Utah State University

This case study presents a STEM pilot course created for Latina/o undergraduates at a R1 institution that incorporates a culturally relevant and critical curriculum with the learning of the scientific method. This course utilized Latina critical race theory (Yosso, 2005) and a borderlands identity framework (Anzaldúa, 1987; González, 2001).

***Furthering Connection to Place: Recognizing Indigenous Knowledge in STEM Education***

**Kathleen Torso**, University of Idaho

University of Idaho Water Resources Program, PhD student will present on the use of participatory research methodologies in developing informal culturally-based STEM education curriculum for Native American youth to enhance the adaptive capacity and resilience of native communities from complex environmental change.

***Using complex instruction to support equitable practices in mathematics professional development***

**Melissa Graham**, Eastern Washington University

**Amy Roth McDuffie**, Washington State University

We discuss the design of a professional development program for secondary mathematics teachers that integrated two pedagogical framings to support teachers in enacting equitable instructional practices in mathematics classrooms. The program focuses on facilitating mathematical discussions and group work with attention to students' status and power in classroom interactions.

Session 1      Paper Presentations

Kalispel A

***Multiple Roles/Identities, Intersectionality, Resistance, Resilience, and Empowerment: First-generation Immigrant Student-mothers in U.S. Higher Education***

**Nancy Will**, University of Washington

Immigrant women in the U.S. are often portrayed as under-educated, socioeconomically disadvantaged, dependent, objectified, and powerless. However, this research highlights first-generation immigrant women students who are also mothers seeking to break stereotypes and be empowered through higher education despite carrying multiple roles/identities and being intersectionalized by multidimensional margins in society.

***Saudi Societal Attitudes Towards Gifted Female Students from the Perspective of Ambivalent Sexism Theory***

**Adnan Althobaiti**, Washington State University

**Christine McManus**, Washington State University

The present study aims to understand the societal attitudes of Saudi people in general, and college students and teachers specifically, on highly capable intellectual women. It employs the theory of Ambivalent Sexism Inventory to the culture of Saudis. This study is to advocate for gifted female students to increase their participation in gifted programs.

Session 2      Panel Presentation

Kalispel C

***¡Aquí estamos, y no nos vamos! A Framework for Retaining Underrepresented Students in College***

**María Isabel Morales**, The Evergreen State College

**Catalina Ocampo**, The Evergreen State College

**Alice Nelson**, The Evergreen State College

**Grace Huerta**, The Evergreen State College

This panel will discuss a developing framework for supporting and retaining undocumented students at The Evergreen State College. We will discuss the various components of this framework and the steps taken to ensure the College is responsive to the intersectional needs of the many undocumented students we serve.

***Through Indigenous Eyes: Teacher Prep Interrupted***

**rene holt**, Washington State University

**Francene Watson**, Washington State University

This project works to enhance the creation of a counter narrative within traditional teacher prep that is Indigenous, and a narrative of success that motivates members of the respective tribal communities to want to be future teachers, thus creating a circle of success and not from a deficit model (Fox, 2015).

***Rethinking Environmental Education to Emphasize Indigenous Knowledge: The Role of Indigenous Food Systems***

**Syleyman Demi**, University of Toronto

Using methodology of document analysis, the paper seeks to address the following question: what can we learn from Indigenous food cultures as a means to address pressing environment issues. The paper is grounded on anti-colonial theory and Indigenous knowledge to challenge global cooperate food systems and their rippling effects on humans, animals and nature.

***An Autoethnography of my personal, academic and professional struggle: Valuing Indigenous Knowledge and Posthumanism***

**Alfonso Montero, Jr**, Lewis University

This autoethnographic study is driven by the concern of ‘Western’ knowledge dominance at all levels of education and undervalued ‘Indigenous’ scientific knowledges. It examines what we need to escape from our often limited Western scientific “expertise” and embrace a view of the world that values local, human, and non-human, knowledge.

Session 4 Paper Presentations  
Kalispel South

***The “Immigrant” through the Lens of TIME Magazine: Deconstructing Hegemonic Discourses***

**Ashley Fuente**, Michigan State University

Using critical semiotics and discourse analysis, I study the hidden curricula of the immigrant in widely-read TIME Magazine. Analysis reveals four troublesome hegemonic portrayals of the immigrant: frightening criminal, pitiful victim, exotic commodity and assimilated ideal, all perpetuating destructive and dehumanizing stereotypes which strip immigrants of individuality and agency.

***Latino/a College Student’s Transition Experiences: Collectivism to an Individualistic Culture***

**Lysandra Perez**, Washington State University

The majority of Latino/a’s highly resonate with a collectivism culture background; while U.S. institutions, such as universities, all promote an individualistic society. I explain in my study the unique transitional experiences occurring for Latino/a college students in this cultural transition such as: shift in values, cultural mismatch, and acculturation stress.

Session 5 Paper Presentations  
Chief Victor Boardroom

***In Search of Black Boy Joy***

**Amir Gilmore**, Washington State University

Do Black boys experience joy? While there are educational studies on the futurity of Black boys, there are no studies that describe or make meaning of Black Boyhood Joy. Confounded in a sea of “whiteness” and antagonism, this workshop will attempt to identify, describe, and make meaning of Black boyhood.

***Repressive Schooling: The Deliberate Maintenance of Black Youth's Subjugation***

**Naomi Wilson**, University of Michigan

I argue for the conceptualization of “repressive schooling” as the continual process of Black youth’s material neglect, policing, and constrictive democratic participation across the sites of urban schools, communities, and educational policy arenas. Due to this, I argue these intersections perpetuate the deliberate maintenance of Black youth further neglecting the equitable education of Black youth.

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11:00 a.m. – 12:15 p.m.  
Kalispel Ballroom

**Plenary Session – Sharon Randle, Ian Sullivan,  
and Lacy Nguyen**

*The Intricacies of Resistance Efforts: A Community Discussion with Spokane Activists Fighting for Social Justice.*

Facilitated by Jeremiah Sataraka

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12:15 p.m. – 1:30 p.m.

**Lunch / Networking** (on your own)

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1:30 p.m. – 2:30 p.m.  
Pend Oreille Pavilion IV

**Poster Session**

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Poster Presentations

***The Politics of Knowledge: Traditional Knowledge and Information Selection in Higher Education***

**Ellen Ahlness**, University of Washington

***Disproportionality in Special Education***

**Khawlah Alkushayban**, Washington State University

***Inclusion in Preschool with Diversity***

**Raghad Alqadhi**, Washington State University

***Using a Video Self-Modeling Strategy to Enhance Reading Outcomes among Students with Specific Learning Disabilities: A Systematic Review***

**Areej Alsalamah**, Washington State University

***The Global Attitude of Educators Toward Integrating Mobile Technology for Individuals with Specific Learning Disabilities (SLD)***

**Ayman Alsuwayl**, Washington State University

***Teacher Education's Preparation on Culturally Responsive Practices and Response to Intervention: A Multi-Campus Evaluation.***

**Brenda Barrio**, Washington State University

**Kira Carbonneau**, Washington State University

**Kelsey Mahaffey**, Washington State University

**Pamela Peak**, University of North Texas

**Katrina K. Hovey**, Western Oregon University

***Global Communities Communication Groups***

**Nicholette DeRosia**, University of Oregon

***Adult Immigrants as Student-Contributors in U.S. Nonprofit Education: An Ethical, Coauthorial, Dialogical Approach for a New Collective Project for Social Transformation***

**Katherine Entigar**, The Graduate Center, CUNY

***Native American Curriculum: Examining Teacher Perception and Implementation in Washington State***

**Dalia Hernandez Farias**, Washington State University

***Critical Assessment: A Revolutionary Approach***

**Loundyne Hare**, Washington State University

**James Bolden**, Washington State University

***What Matters Most in Rural Education? Mexican Immigrant Parents' Perspectives on Involvement/Engagement***

**Araceli Gonzalez**, University of California, Davis

***Immediate Feedback in a Morphology Software Application for English Vocabulary Learning***

**Adnan Mohamed**, Washington State University

***Affirming Diverse Voices--Learning Language and Content during Social Studies***

**Steven Morrison**, Washington State University

**Gisela Ernst-Slavit**, Washington State University

***How Studying Abroad Influences Cross-Cultural Communication Skills in Terms of Adaptability and Sensitivity?***

**Nam Nguyen**, Washington State University

***Revising for Resistance: Discussing the Role of English as a Global Language in the Multilingual Writing Classroom***

**Sela Ellen Underwood**, Washington State University

Session 1      Paper Presentations

Pend Orielle Pavilion I

***Decolonization Presented in Fernando León de Aranoa's Princesas***

**Diana Razo**, Washington State University

The film, *Princesas*, directed by Fernando León de Aranoa, tells the story of two prostitutes in the city of Madrid, Spain. Although on the surface the story may seem to be one of an unlikely friendship, the process of decolonization unfolds through the screen as their lives intertwine.

***The Representation of Children's Literature in the Core Reading Program "Bookshop"***

**Christina Brando-Subis**, Washington State University

A third grade, core reading program's guided reading texts were examined using a critical/multicultural analysis framework. Findings show an inequitable representation of gender, ethnicity, lack of well-known authors and more. Literature in the classroom should continually be examined to help ensure more diverse perspectives and representation for children.

***Labels of Oppression: Intersectionality of Race and Dis/ability***

**Latosha Rowley**, Indiana University

This presentation examines the intersectional oppression, discrimination, and stigmatization of students of color with disabilities in K-12 education. The power and domination of cultural politics in special education are challenged to ensure equity, justice, survival, and protection of human rights for students of color with disabilities in racist contexts.

***Teachers' and Parents' Attitudes Toward Inclusion***

**Fawwz Alhasiany**, Washington State University

The purpose of this study was to analyze and synthesize the qualitative and quantitative studies related to teachers' and parents' attitudes toward inclusion. In this paper, I focused on the attitude of teachers and parents toward inclusion and whether they have positive or negative attitudes.

***“It Is a Constant Struggle of Tying to ‘Stick to My Roots’”: An Immigrant’s Identities- in- Making***

**Min Wang**, St. John’s University

This study examined an immigrant student's language learning experience by analyzing her language learning narratives and found that this student's identity formation matches and sometimes mismatches her self-conceptions.

***Executive Orders and Educators of English Language Learners: Exploring the Emotion Labor***

**Janine Darragh**, University of Idaho

**Gina Petrie**, Eastern Washington University

We will share results from a study conducted with teachers of ELLs in k-12 schools across the country within eight weeks of the signing of the Executive Orders surrounding immigration. Results show how impacts of the orders manifested themselves in k-12 classrooms, and how teachers reacted and responded to them.

***Family Language Policy: Insights into Arab Parents’ Experiences in the United States***

**Mohammed Alzahrani**, Washington State University

**Tom Salsbury**, Washington State University

This paper reports the language policies of five Arab families in the United States. Results indicated that the decision to use a specific language within families is multifaceted and dependent upon children’s preferences and parents’ beliefs. Parents regarded Arabic as important for religious and cultural practices. Further results are discussed.



Session 3 Paper Presentations  
Pend Orielle Pavilion III

***Valuing Young Children of Color: The Anti-Racist Early Childhood Classroom***

**Toni Sturdivant**, University of Texas at San Antonio

This workshop aimed at practitioners and teacher educators focuses on practical ways to create a classroom atmosphere in which young children of color are able to develop positive racial/ethnic identities. The workshop will focus on anti-racist classroom materials, teaching practices, literature and strategies for teaching activism to young children.

***Using Cultural and Community Contexts to Support Equitable Teaching and Learning of Mathematical Modeling***

**Ryan Seidel**, Washington State University

**Amy Roth McDuffie**, Washington State University

Mathematics curriculum materials often rely on generalized contexts in applying mathematics to the real world. Typically, these problems lack relevance for many students. This workshop explores research on equitable instruction involving mathematical modeling in elementary grades connecting to students' cultures and communities, as well as promoting students' sense-making and identities.

Session 4 Panel Presentation  
Pend Orielle Pavilion IV

***Building Movement Toward Decolonial/Antiracist Pedagogy and Praxis Across P-20 Education in Washington State***

**Dolores Calderon**, Western Washington University

**Johnny Lupinacci**, Washington State University

**Tyson Marsh**, Seattle University

**Colette Taylor**, Seattle University

Acknowledging and challenging P-20 education as an inherently colonial endeavor rooted in white supremacy, this panel seeks to articulate the urgency of connecting research to practice in educator preparation programs. Emphasis will be placed on building movement towards decolonial and antiracist praxis, in dialogue with participants.

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3:45p.m. – 4:00 p.m.

**Break**

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4:00 p.m. – 5:15 p.m.

**Concurrent Sessions**

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Session 1 Panel Presentation

Pend Orielle Pavilion I

***Critical Theory in Conversation: Examining the Relationship between Critical Whiteness, Detournement, and Decolonial Practices in Antiracist Pedagogies***

**Nazua Idris**, Washington State University

**Landon Roper**, Washington State University

**Sherwin Sales**, Washington State University

**Tabitha Espina Velasco**, Washington State University

This presentation explores Elizabeth Ellsworth’s concept of the unknowable by putting three concepts from critical theory—critical whiteness, detournement, and decolonial practices—in conversation. The speakers discuss their interrelatedness, as well as how they each inform antiracist pedagogies.

Session 2 Paper Presentations

Pend Orielle Pavilion II

***Indigenous Black Solidarity Addressing AntiBlackness***

**renee holt**, Washington State University

This paper works to share how Indigenous Black Solidarity that is grounded in Indigenous value systems can work to address AntiBlackness and the liberation of both communities.

***Modus Operandi: Coloniaram Demolitionis (Mode of Operation: Decolonization)***

**Jose Razo**, Washington State University

Decolonization, while a captivating term encompassing a valuable study of knowledge, may risk sending the wrong message. For many, colonization has yet to cease. Through the power of learning and the selfless act of spreading knowledge, colonized individuals may empower each other for mutual balance, edification, and tranquility.

***The Black Holocaust***

**Nodia Rogers**, Gonzaga University

**Gabbi Fuller**, Gonzaga University

The Black Holocaust has been woven into American history as slavery, as Jim Crow laws, and as mass incarceration. Each is painted as a snippet of history rather than painted as what it is, the systemic genocide of Black Americans as a direct result of racism and Colonialization. This presentation bluntly points out the connection American History Textbooks have left out for years. It is the connection between slavery, mass incarceration, colonialism, racism, the education system, the housing market and so much more.

***"But That's Just Your Opinion:" Perils of the Black Philosopher***

**Amir Gilmore**, Washington State University

Speaking to Evans and Yancy's (2016) article "The Perils of Being a Black Philosopher," I will discuss the pitfalls of teacher education programs (TEP) as a Black course instructor. Using my experience of teaching pre-service teachers, I will discuss how "Teaching While Black" (T.W.B) is an act of courage.

Session 3 Panel Presentation

Pend Orielle Pavilion III

***Pedagogies of Dissent***

**Edmundo Aguilar**, Washington State University

**Marlené Mercado**, University of California, Davis

**Jeremiah Sataraka**, Washington State University

**Lotus Norton-Wisla**, Washington State University

**Nancy Carvajal Medina**, Washington State University

The panel interrogates a variety of "pedagogies of dissent" as it plays out in a public politicized culture. Launching from the 2018 conference theme, Power and Cultural Politics in Antiracist and Decolonial Education and Educational Research: Intersectionality, Resistance, and Survival, panelists discuss the intersections between antiracist education, cultural politics, and public performativities of resistance and agency.

***Letters to Our Children: Reflections on Epistemology, Inquiry,  
Representation and Our First Doctoral Class***

**Samya Matouk**, Washington State University – Vancouver

**Michele Haberlach**, Washington State University – Vancouver

Two new doctoral students and mothers from very different backgrounds share letters to their children reflecting on their first doctoral class in epistemology and their evolving perspectives on inquiry, identity and points of intersectionality in an iMovie format with visual images and music.

***Chinese Symbolic and Material Artifacts, Agency, and Identity  
Development***

**Min Wang**, St. John's University

This presentation reports on findings from an investigation into two Chinese ESL students' interactions with native and non-native English speakers. Data showed that these ESL students' Chinese names and keepsakes reinforced their strong sense of agency to perform desired identities like the artifacts indicated. Pedagogical implications are discussed.

***The Voices of Atayal People: Indigenous Cultural Memory in Taiwan's  
Modern Society***

**Yer Thao**, Portland State University

This paper examines the Atayal culture and language survival in Taiwan. It points out that Indigenous are struggled in the 21st century due to lacking of culture, linguistic, socio-economic, and education supports from the Taiwanese government. This limits them to preserve Indigenous traditional culture values.

**Please hand in your evaluation before departing.**

**SAFE TRAVELS**

**THANK YOU!**