

**Mount St. Mary's College**

**Center for Cultural Fluency and Education Department present:**



# **Critical Teaching *in Action***

**Bringing educators and youth together to share innovative social justice curricula**

**Previous Conference  
2008**

## **Conference Program**

**April 5, 2008**

Mount St. Mary's College Doheny Campus,  
10 Chester Place, Los Angeles, CA 90007  
[www.msmc.la.edu](http://www.msmc.la.edu)

## Agenda

**8:00 – 9:00 am Continental breakfast / Registration**  
*(patio – Rose Hills Auditorium)*

**9:00 – 10:30 am Welcome – Dr. Julie Feldman-Abe,**  
*Director, Center for Cultural Fluency;*  
**Dr. Jacqueline Powers Doud,**  
*President, Mount St. Mary's College*  
**2008 Cultural Fluency Award presented to**  
***Facing History and Ourselves***  
**Keynote Speakers: Sandra Robbie**  
**& Sylvia Mendez**  
*(Rose Hills Auditorium)*

**10:45 – 12:00 pm Workshop Break-out Sessions**  
*(Building 4 classrooms)*

**12:00 – 1:00 pm Lunch and World Café Dialogue**  
*(Donohue Center)*

**1:15-2:30 pm Workshop Break-out Sessions**  
*(Building 4 classrooms)*

**2:45 – 4:30 pm Greetings: Dr. Linda Moody,**  
*Graduate Dean, Mount St. Mary's College*  
***Horizon Line — A Compassion Play***  
**Conference Close – Dr. Julie Feldman-Abe**  
*(Rose Hills Auditorium)*

Previous conference  
2008

## 2008 Cultural Fluency Award presented to Facing History and Ourselves



Presented by **Dr. Julie Feldman-Abe**, Director, Center for Cultural Fluency, Director Elementary Teacher Preparation, Mount St. Mary's College

The Center for Cultural Fluency's Cultural Fluency Award recognizes cross-cultural leadership in Los Angeles. This year we honor **Facing History and Ourselves** for their outstanding work educating teachers and students in Los Angeles on civic responsibility, tolerance and social action. Since 1976, **Facing History and Ourselves** has been engaging students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. By studying the historical development and lessons of the Holocaust and other examples of genocide, students make the essential connection between history and the choices they confront in their own lives. FHO offers workshops and training materials for teachers: [www.facing.org](http://www.facing.org).

### Keynote Speakers



**Sandra Robbie**, *Mendez vs. Westminster: For All the Children / Para Todos los Niños*.  
Special Guest: **Sylvia Mendez**.

**Sandra Robbie** is the writer/producer of the Emmy Award-winning PBS documentary which tells the story of the Orange County school desegregation case that ended legal school segregation in California seven years before *Brown vs. Board of Education*. In 2007, US Postal Service issued a stamp on Mendez v. Westminster marking the 60-year anniversary of this historic case. Sandra bought a 1967 VW bus and took a trip beginning at the Mexican border, making stops up California to share the Mendez story and learn more about the state's segregated history and civil rights legacy. The MWW Magical History Tour is the subject of a new documentary that Sandra is producing in the effort to have the Mendez history become part of the required curriculum for the state of California. **Sylvia Mendez's** parents fought so she could have an equal education through the case of Mendez v. Westminster. Sylvia continues with the legacy left by her parents to campaign for education. [www.mvwmagicalhistorytour.com](http://www.mvwmagicalhistorytour.com)

### World Café Dialogue

Presented by **Dr. Carol Johnston**, Secondary Education Professor, Mount St. Mary's College

Please bring hearts, minds and bellies to the Donahue Center lunch tables and join us for meaningful conversation on social justice questions. The World Café dialogue process is a movement happening throughout the world based on the idea that we can rediscover collective wisdom through conversations that matter. [www.theworldcafe.com](http://www.theworldcafe.com)  
[www.margaretwheatley.com/articles/prefacetoworldcafe.html](http://www.margaretwheatley.com/articles/prefacetoworldcafe.html)

### Horizon Line — A Compassion Play

**Kevin Blake, Actor. Skyler Jacks, Facilitator**

What are the seeds of prejudice? *Horizon Line* explores bias-motivated behavior through the eyes of Danny Curtis—a young white man on a path of escalating destruction—and the people in his life who influence his choices, for better and for worse.



**ENCOMPASS** was founded in 2004 by experts in intergroup relations who have served youth for more than 20 years. Their mission is to spark compassion, personal responsibility and an appreciation of differences among California teenagers. The guiding idea behind the Compassion Plays program is a relatively simple one: live theatre has the power to affect our emotional state—to make us feel connected. [www.encompass.org](http://www.encompass.org)

## Morning Workshop Descriptions

**10:45 – 12:00 pm Workshops**

(Building 4 classrooms)

### Defining your Own Social Justice Mission Statement (K-Higher ed.)

Participants will be given an opportunity to create their own personal mission statement while reflecting on how Social Justice, personal convictions, life aspirations, self-reflection, and career goals influence their personal mission statement. Teachers can take this reflective exercise back to the classroom as they assist and guide students with goals setting, self-reflection, social justice issues, and the connection to their personal mission in life.

***Bernadette Robert** is the Assistant Vice President for Student Affairs and Community Engagement, Mount St. Mary's College*

### Integrating the Arts in the Critical Classroom (4-12)

Why are the arts important in a critical classroom? How can we use art in the service of educating for social justice? This workshop will begin with a brief introduction to the research about the power of art to engage diverse learners and foster critical thinking. Participants will then explore specific ideas and approaches to arts integration for social justice and critical teaching, through discussion and hands-on art activities.

***Melinda Mann Rivera** is a former elementary school teacher with a background in arts, social justice, and change making. She currently works at youTHink, facilitating social justice art projects with students and organizing meaningful, integrated professional development with educators.*

***Shifra Teitelbaum** is the director of youTHink, and has worked as an educator with students of all ages, in classrooms, workshops, camps and a range of co-curricular settings for over 20 years.*

***YouTHink** is an innovative education program of the Zimmer Children's Museum. YouTHink uses the power of art to foster critical thinking, engage diverse learners, promote literacy and serve as a tool for social change. YouTHink's School Services provide art / education lessons in California's public schools along with professional development opportunities for teachers and middle and high school youth beyond the classroom.*

[www.youthink.org](http://www.youthink.org)

### Critical Media Literacy (K-12)

Through an interactive session, participants will explore core concepts of critical media literacy as applied in classrooms from kindergarten to high school. Using an inquiry-based framework, students learn to think critically about the media and information they encounter daily as they analyze and create their own multi-modal messages. Standards-based lesson plans will be provided.

***Jeff Share** worked as a photojournalist, elementary school teacher, curriculum writer and professional development trainer for the Center for Media Literacy, and is currently a faculty advisor for the Teacher Education Program at UCLA specializing in critical media literacy.*

### Teachers and Students as Upstanders (6-12)



Can an individual make a difference in today's society? Yes! Using the new interactive website, "Be the Change: Upstanders for Human Rights,"

***Facing History and Ourselves** will lead participants in an exploration of the stories of five men and women who have made a positive difference in the world. Designed for middle and high school students, and created with the help of student interviewers, "Be the Change" looks at the influences, inspirations and motivations that led the five upstanders to take action on behalf of others. In thinking about the extraordinary accomplishments of these ordinary individuals, and reflecting on our own choices and passions, we also gain a sense of empowerment and an appreciation for our own and others' identities.*

***Mary Hendra** is a Program Associate with Facing History and Ourselves, and has taught at the high school level for 8 years in public schools, as well as at UCLA and Loyola Marymount University.*

***Facing History and Ourselves** engages teachers and students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. **See 2008 Cultural Fluency Award.***

[www.facing.org](http://www.facing.org)

[www.choosingtoparticipate.org](http://www.choosingtoparticipate.org)

### **Cultural Literacy: Graffiti Art, Urban Youth Expression in the Classroom (6-Higher ed.)**

An interactive workshop and panel discussion that addresses graffiti as an educational tool and provides practical lessons on graffiti as an interdisciplinary resource. Workshop will address the greater topics of using graffiti to better understand an aspect of urban youth culture; graffiti as a policy issue; and the potential of graffiti as a tool for cultural inclusiveness and social justice/social movement.

**Antero Garcia**, 11th and 12th grade English teacher, received his teaching credential and Masters degree in education from UCLA.

**Mark Gomez**, 7th and 8th grade Social Studies teacher at John Muir Middle School in Los Angeles, received his teaching credential and Masters degree in education from UCLA's Teacher Education Program in 2006.

**Elizabeth Mori** oversees the Youth Arts and Education Program, City of Los Angeles Department of Cultural Affairs. She creates policy and directs programs in arts education, urban youth culture, and community initiatives.

**Raul "Frame" Gambrino** is one of Los Angeles' best known aerosol artists, his work is characterized by its impressive scale. Frame has organized some of the city's most successful large scale projects for youth around the issue of graffiti art and responsible expression. A frequent participant in graffiti exhibits and international events, Frame recently represented Los Angeles at a major urban art conference and program in Mexico City. He is currently teaching an after school graffiti art program for middle and high school students.

**Eric "Cre8" Walker** is a major figure in the graffiti scene, Los Angeles based artist Cre8 is also an innovative graphic designer, entrepreneur, and educator. Cre8's work is included in many private collections and a regular feature in graffiti exhibits. He counts on both community organizations and high profile companies among his clientele. Cre8 is a prolific artist and equally skilled with characters, color, and lettering as he is in serving as a role model for the youth he teaches.



### **La Vida Lowrider: Oral History Project (9-12)**

Students will share their experiences in "The Lowrider Oral History Project: Youth Voices" which highlights the cultural and historical importance of the lowriding tradition. Students researched and preserved that tradition through oral history documentation. Participants will increase their understanding of the lowriding tradition while exploring the engaging and empowering potential of bringing culturally-relevant community history projects into the classroom.

**Claudia Rojas** is a Social Studies teacher at Garfield High School and is a founding member of the Social Justice Academy (SJA).

**Dr. Denise Sandoval** is a Chicano Studies professor and lowrider history guru at CSUN.

**Clayton D. Drescher** is the School & Tour Services Coordinator at the Petersen Automotive Museum.

Students of Garfield High School Social Justice Academy including **Isamar Arauz**, grade 9, **Maricruz Arauz**, grade 12, and **Barbara Silva**, grade 11.

### **Critical Practices: Education in Contemporary Art (6-Higher ed.)**

This workshop will include a brief artist presentation about creating public intervention works with college students. The artist and her students present their process of defining a social justice issue affecting their local site and then moving from conception to realization and installation on the Doheny campus. The workshop will include a walk outside to experience the public art installation as well as resources for teachers wishing to explore contemporary art with their students.

**Jen Vanderpool** is currently Artist-in-Residence at Mount St. Mary's College; she also teaches in the Art Department. You can see some of her art exhibitions/ installations at: [www.jennifervanderpool.com](http://www.jennifervanderpool.com)



## Morning Workshop Descriptions (continued)

### 10:45 – 12:00 pm Workshops

(Building 4 classrooms)

#### Film and Educating Social Justice Advocates (6 – Higher ed.)

This workshop will introduce how to engage students in contemporary social and political issues through the lens of social justice advocacy and learning and applying the basic skills of filmmaking. Film production is an active teaching-learning method of presenting social and political topics. It also empowers students to become engaged in proactive manner in addressing the significant social issues of our time and to advocate for positive social change.

**Pam Haldeman, Ph.D.**, *Sociology is the former Chair of Sociology and the Current Director of the Film & Social Justice Program at Mount St. Mary's College*

**Yahaira Alonso**, *is a Mount St. Mary's College's undergraduate with a double major in Sociology and Film and Social Justice and a minor in English*

**Ericka Solis** *is a Mount St. Mary's College's undergraduate, with a major in Film and Social Justice and a minor in Art.*

#### They're Here, They're Queer, Now What? Educational Concerns of Working with Sexual Minority Youth and Families (K-Higher ed.)

We have rules, laws, and policies, so why does the harassment continue? Gender-bias harassment is the most common form of bullying on our campuses. Whether your students are straight, gay, lesbian, bisexual or transgender, they are all affected by the damaging effects of gender-biased harassment in our schools. Participants will gain insight into the legal, social, cultural, and therapeutic considerations through an interactive workshop facilitated by GLIDE.

**Dr. Judy Chiasson**, *of LAUSD's Office of Human Relations, Diversity & Equity and GLIDE sees educational institutions as agents of social justice. She is also an adjunct instructor in Mount St. Mary's College Teacher Education programs.*

**GLIDE, Gays and Lesbians Initiating Dialogue for Equality** *is an all-volunteer operation of professionally trained speakers who facilitate structured presentations to students, teachers, parents, churches, healthcare workers, government agencies, etc. Their presentations explore the pervasiveness, myths and underpinnings of homophobia, and expose its personal price through the sharing of stories, generating an open, honest dialogue.*

[www.socal-GLIDE.org](http://www.socal-GLIDE.org)

#### Film Screening: *Mendez vs. Westminster: For All the Children / Para Todos los Niños* (K-Higher ed.)

Film screening of the Emmy Award-winning PBS documentary, directed and produced by **Sandra Roubie**, that tells the story of the Orange County school desegregation case that ended legal school segregation in California seven years before Brown vs. Board of Education. *See Keynote Speakers*



Previous Conference 2009

## Afterschool Workshop Descriptions

### 1:15-2:30 Workshops

(Building 4 classrooms)

#### **Parent Partners: a Model for Parent and Teacher Collaboration (K-12)**

This session will introduce a practical model for initiating parent involvement in the school through simple teacher-hosted workshops. It will empower teachers to increase contact with students' parents by providing simple, practical strategies for outreach and relationship-building.

**Cicely Bingener, M.Ed.** is a graduate of Howard University and U.C.L.A. and has taught K-5 in the Inglewood Unified School District since 1996.

**Aisha Blanchard-Young, M.Ed.** is a graduate of Loyola Marymount and National University and has taught K-12 in the Inglewood Unified School District since 1997. She also is an adjunct instructor in the teacher education program at Mount St. Mary's College.

#### **Rethinking Our Roles as Progressive Educators: Engaging in Youth Organizing Without Losing Your Teaching Credential! (6-Higher ed.)**

This workshop opens with a panel presentation of educator (**Association of Raza Educators**) and youth (**Somos Raza**) organizing in South Los Angeles. We will discuss the transformative role of educators working along-side youth focusing in particular on the struggle against military recruiters in our schools, repressive administrators, and our fight for a socially just curriculum. Through a presentation of these organizing efforts, we will address practical and political issues. The struggle for social justice beyond the four walls of the classroom requires organization. How to reclaim education for ourselves and our students without getting fired?

**Miguel Zavala**, member of the Association of Raza Educators, Professor at the Charter College of Education, CSULA.

**Jose Lara**, member of the Association of Raza Educators, high school teacher, Santee Education Complex.

**Jonathan Azueta**, member of Somos Raza, youth organizer and activist in South Los Angeles.

**Salvador Gutierrez**, member of Somos Raza and Coalition Against Militarism in our Schools (CAMS), youth organizer and activist in East Los Angeles.

**Araceli Aca**, member of Somos Raza and High School student at Santee Education Complex, youth organizer and activist.

**Vicente Jimenez**, member of Somos Raza and community college student at LA Trade Tech, youth organizer and activist.

**The Association of Raza Educators** arose as a response to the continued stereotyping and violation of the civil and human rights of the Raza community, and specifically to the anti-Raza hysteria created by the passing of Prop 187 in November of 1994. Furthermore, the current and increasing legislative proposals such as Propositions 209 and 227; HR 4437; NCLB; tracking of students and Zero Tolerance Policy is a phenomenon which continues to alienate the Raza community from educational institutions. Our Raza history, economic contributions and political experiences in the land of our ancestors have been conveniently neglected by textbooks and politicians for too long. [www.associationofrazaeducators.org](http://www.associationofrazaeducators.org)

#### **Defining your Own Social Justice Mission Statement (K-Higher ed.)**

Repeat presentation — see morning workshop description.

#### **Film and Educating Social Justice Advocates (6- Higher ed.)**

Repeat presentation — see morning workshop description.

#### **They're Here, They're Queer, Now What? Educational Concerns of Working with Sexual Minority Youth and Families (K-Higher ed.)**

Repeat presentation — see morning workshop description.

#### **Integrating the Arts in the Critical Classroom (4-12)**

Repeat presentation — see morning workshop description.

#### **La Vida Lowrider: Oral History Project (9-12)**

Repeat presentation — see morning workshop description.

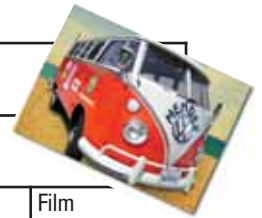
#### **Cultural Literacy: Graffiti Art, Urban Youth Expression in the Classroom (6-Higher ed.)**

Repeat presentation — see morning workshop description.

#### **Film Screening: Mendez vs. Westminster: For All the Children / Para Todos los Niños (K-Higher ed.)**

Repeat presentation — see morning workshop description.

# Conference at a Glance



8:00 – 9:00 am	<b>Continental breakfast / Registration</b> ( <i>patio – Rose Hills Auditorium</i> )									
9:00 – 10:30 am	<b>Welcome/ 2008 Cultural Fluency Award / Keynote Speakers: Sandra Robbie and Sylvia Mendez</b> ( <i>Rose Hills Auditorium</i> )									
10:45 – 12:00 pm	Defining your Own Social Justice Mission Statement (K-Higher ed.) <b>Room 206</b>	Integrating the Arts in the Critical Classroom (4-12) <b>Room 117</b>	Critical Media Literacy (K-12) <b>Room 210</b>	Teachers and Students as Upstanders (6-12) <b>Rose Hill Auditorium</b>	Cultural Literacy: Graffiti Art, Urban Youth Expression in the Classroom (6- Higher ed.) <b>Room 114</b>	La Vida Lowrider: Oral History Project (9-12) <b>Room 207A</b>	Critical Practices: Education in Contemporary Art (6- Higher ed.) <b>Room 216</b>	Film and Educating Social Justice Advocates (6 – Higher ed.) <b>Room 214</b>	They're Here, They're Queer, Now What? (K-higher ed.) <b>Room 118</b>	Film screening: <i>Mendez vs. Westminster: For All the Children / Para Todos los Niños</i> (K-Higher ed.) <b>Room 202</b>
12:00 – 1:00 pm	<b>Lunch and World Café Dialogue</b> ( <i>Donohue Center</i> )									
1:15 - 2:30 pm	Defining your Own Social Justice Mission Statement (K-Higher ed.) <b>Room 206</b>	Integrating the Arts in the Critical Classroom (4-12) <b>Room 117</b>	Parent partner: A Model for Parent and Teacher Collaboration (K-12) <b>Room 210</b>	Rethinking Our Roles as Progressive Educators (6-higher ed.) <b>Room 212</b>	Cultural Literacy: Graffiti Art, Urban Youth Expression in the Classroom (6- Higher ed.) <b>Room 14</b>	La Vida Lowrider: Oral History Project (9-12) <b>Room 207A</b>		Film and Educating Social Justice Advocates (6 – Higher ed.) <b>Room 214</b>	They're Here, They're Queer, Now What? (K-higher ed.) <b>Room 118</b>	Film screening: <i>Mendez vs. Westminster: For All the Children / Para Todos los Niños</i> (K-Higher ed.) <b>Room 202</b>
2:45 – 4:30 pm	<b>Greetings / Horizon Line — A Compassion Play / Conference Close</b> ( <i>Rose Hills Auditorium</i> )									

Previous Conference 2008



## Mount St. Mary's College Education Department

Located on the Doheny campus in the heart of central Los Angeles, the Mount St. Mary's College Education department maintains strong links to local schools. The education faculty are committed to social justice, inclusiveness, and leadership. We offer Level 1 and level 2 Credential and Masters programs in elementary, secondary and special education: mild/moderate disabilities, as well as a new Masters in Instructional Leadership for experienced teachers. [www.msmc.la.edu](http://www.msmc.la.edu)

## Center for Cultural Fluency

The Center for Cultural Fluency was created by the Education Department to provide classroom resources and professional development opportunities for teachers about issues of cultural diversity. Our library of multicultural materials is searchable online at [www.culturalfluency.org](http://www.culturalfluency.org).

## Critical Teaching in Action (CTIA) working committee:

Kelli Agner, Julie Feldman-Abe, Carol Johnston.

**CTIA Vision Committee:** Kelli Agner, Julie Feldman-Abe, Carol Johnston, Nancy Pine, Shelly Tochluk, Anne Wilcoxon.

**Center for Cultural Fluency Advisory Committee:** Kelli Agner, Jody Baral, Carol Johnston, Montserrat Ranguant, Lia Robert, Nancy Pine, Shelly Tochluk, Anne Wilcoxon

**Many Thanks to** Jeanne Ruiz and the Mount St. Mary's Alumni Association and Bernadette Robert, the MSMC Student Ambassadors and the Office of Community Engagement for their contribution.

**Graphic Designer:** Mauricio Feldman-Abe.

**CCF Graduate intern:** Alma Flores.

**Student Workers:** Karina Ramos, Alexandra Flores.

**Special Thanks** to Rose Foskarino and Jill Verceles, Jackie Fisher, Robin Gordon, Pat Disterhoft and Sister Kieran Vaughan and Lisa Melou and Paul Trautwein for support of the conference!