



Bunker Hill Community College

Equity and Cultural Wealth Institute

Sponsored by the Center for Equity and Cultural Wealth Steering Committee, Center for Equity and Cultural Wealth Planning Team and Cultural Institute Planning Team:

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Dismantling Power and Privilege to Achieve Equity in Higher Education

May 22-24, 2018



collaborations by those committed to true social and institutional change. He received his Ph.D. in Educational Policy and Leadership Studies at the University of Iowa and under his direction and inclusive relationship model the White Privilege Conference has become one of the top national and international conferences for participants who want to move beyond dialogue and into action around issues of diversity, power, privilege and leadership.

In 2014 Dr. Moore founded The Privilege Institute, which engages people in research, education, action and leadership through workshops, conferences, publications and collaborative partnerships and relationships. The non-profit umbrella organization now includes not only the White Privilege Conference but also a fully on-line peer reviewed journal, The Black Male Think Tank, "Understanding and Dismantling Privilege," of which Dr. Moore is a founding editor, a Speakers Bureau for speaker connections, research opportunities for social justice and collaboration opportunities through outreach and service-learning.

Dr. Moore is co-editor of "Everyday White People Confront Racial and Social Injustice: 15 Stories and the forthcoming on-line workbook, The White Women's Guide to Teaching Black Males."

Museum of African American History Boston/Nantucket

The Museum of African American History Boston/Nantucket is dedicated to preserving, conserving and accurately interpreting the contributions of African Americans in New England from the colonial period through the 19th century. Two of the museum's most valuable assets, the African Meeting House and Abiel Smith School, were built in the early 1800s and are among the most important National Historic Landmarks. Located on Beacon Hill in what once was the heart of Boston's 19th-century African American neighborhood, these buildings remain a showcase for community organizing and an enduring testimony to Black craftsmanship. During the 19th and 20th centuries, Boston's free African American community led the nation in the movement to end slavery and to achieve equal rights. These remarkable patriots established businesses, founded organizations and created schools. Their houses of worship, homes, schools and Underground Railroad sites make up Boston's Black Heritage Trail®.

Dr. Marisol Negrón

Dr. Negrón is an assistant professor of American Studies and Latinx Studies at UMass Boston, where she is also affiliated with Women's, Gender, and Sexuality Studies and is core faculty in the Transnational, Cultural, and Community Studies graduate program in critical ethnic studies. Her research and teaching interests are grounded in critical race and feminist theoretical frameworks and approaches. Professor Negrón's areas of specialization include Latino literary and cultural studies, Puerto Rican Cultural Studies, culture and commodification, popular music, copyright culture, diasporic identity formation and language and linguistics. Her current research examines how cultural products such as music transmit collective memories and social identities across generations of Puerto Ricans in the United States

Dr. Lorna Rivera

Dr. Lorna Rivera is the Associate Director of the Gastón Institute for Latino Community Development and Public Policy and an Associate Professor of Latino Studies at UMass Boston.

Dr. Rivera is the daughter of Puerto Rican immigrants and has worked as a bilingual teacher in the Chicago Public Schools and a GED teacher in Roxbury. Rivera's research focuses on Latino communities, women's health disparities and educational inequalities. She wrote the award-winning book, "Laboring to Learn: Women's Literacy & Poverty in the Post-welfare Era." (University of Illinois Press, 2008).

Since 2001, Dr. Rivera has been a faculty mentor for the Latino Leadership Opportunity Program sponsored by the Gastón Institute and was a former LLOP participant (class of 1991).

Rivera's recent research and writing focuses on the experiences of Puerto Rican women cancer survivors and environmental justice activists in Vieques, Puerto Rico.

Enzo Silon Surin

Enzo Silon Surin, Haitian-born poet, educator, publisher and social advocate, is the author of the chapbooks, "A Letter of Resignation: An American Libretto (2017) and Higher Ground" (2006). He is a recipient of a Brother Thomas Fellowship from the Boston Foundation and is a PEN New England Celebrated New Voice in Poetry. Surin's work gives voice to experiences that take place in what he calls "broken spaces" and has appeared in numerous local

and national publications. Surin holds an MFA in Creative Writing from Lesley University and is an Associate Professor of English at Bunker Hill Community College and founding editor and publisher at Central Square Press.

Dr. Ana Solano-Campos

Dr. Solano-Campos, Ph.D., is a Spanish-English bilingual with a background in applied linguistics and multicultural education. She taught English as a Foreign Language (EFL) and English as a Second Language (ESL) for many years in culturally and linguistically diverse classrooms in Costa Rica and the United States. She is now assistant professor in the College of Education and Human Development at the University of Massachusetts, Boston. Ana is interested in improving the education of bilingual/multilingual immigrant and refugee students around the world. Her research focuses on sociolinguistics and education in contexts of high migration.

"The Original Steppers of Boston/Steppin' is a Lifestyle"

"The Original Steppers of Boston/Steppin' is a Lifestyle" is a social dance club established in 2006 whose mission is to introduce and cultivate stepping into the Boston community. Weekly classes take place every Thursday evening at 6:30 p.m. in the Lena Park Community Center. The group also hosts two stepping sets per month on Saturday afternoons, one takes place at Slades and the other at the Savin Hill Bar and Grille. An established and well-known master stepper from the city of Chicago comes to Boston on a quarterly basis to instruct and cultivate continued improvement of the dance. All are welcome.

higher education administration program at UMass Boston.

Dr. Gabbard holds a Bachelor's Degree in English from Sonoma State University; a Master of Arts in Linguistics from The American University; and a Doctorate in Higher Education Administration from the University of Massachusetts, Boston. He served as fellow with the American Council of Education.

Gastón Institute for Latino Community Development and Public Policy

The Maurico Gastón Institute for Latino Community Development and Public Policy informs policymakers about issues vital to the state's growing Latino community and provides the information and analysis necessary for effective participation in public policy development. Since it was established at UMass Boston in 1989, the Institute has consistently documented the Latino experience in Massachusetts through research and publications directed at policymakers, scholarly audiences and Latino community leaders and institutions. For the past three years, the Gastón Institute has collaborated with Bunker Hill Community College and Chelsea High School on the Latinx Student Success Initiative (LSSI) to create a more seamless pathway from high school to baccalaureate grounded in culturally inclusive content and pedagogy.

Dr. Patricia Krueger-Henney

Dr. Patricia Krueger-Henney's research follows mixed method designs to examine educational policies in urban school systems. Moreover, through participatory action research she documents how young people perceive and experience social injustices produced and reproduced by current purposes of education. With her participatory and community-centered research, Patricia outlines how youth-centered visual narratives situate purposes of education as embodied and spatialized knowledges. Prior to joining the University of Massachusetts, Boston, Krueger-Henney was a faculty member of various teacher education programs and also taught social studies in New York City public high schools.

Dr. Delia Cheung Hom

Delia Cheung Hom, Ed.D., identifies as a proud third-generation Asian American, a woman, a feminist, a wife and a mother. She currently serves at the Director of the Asian

American Center at Northeastern University where her work focuses on engaging and supporting the Asian American student community as well as providing thought leadership around creating an inclusive campus environment. Hom has played a pivotal role in creating programming for students of color on campus, developing anti-oppression training and education programs for staff members and building communities of staff members of color at Northeastern University. Her research interests focus on the sense of belonging for students of color at traditionally white institutions and explore the intersections of identities including scholar, practitioner, researcher and mother.

Delia is the proud mother of three children. She is the co-founder of the Asian American Women's Political Initiative State House Fellowship and a past board chair of ASPIRE, an Asian American women's organization.

Shaw Pong Liu

Violinist, erhu player and composer Shaw Pong Liu engages diverse communities through multidisciplinary collaborations, creative music and social justice dialogue. Her project Code Listen, which she started as City of Boston Artist-in-Residence in 2016, uses songwriting and performances to support healing and dialogue around violence, racism and police practices, in collaboration with the Boston Police Department, teen artists, family members surviving homicide and local musicians. Other projects include leading the song-sharing project Sing Home as Artist-in-Residence at the Pao Arts Center in Boston's Chinatown and composing music for "Conference of the Birds," an international collaboration with dancers from eight countries based on the Persian literary masterwork by Attar. Liu performs with groups including Silk Road Ensemble, Boston Modern Orchestra Project and Castle of Our Skins and her compositions have been commissioned by A Far Cry, Lorelei Ensemble and Anikaya Dance Theatre. She is a 2017–2018 Kennedy Center Citizen Artist Fellow.

José Mateo

Cuban-born Mateo is the recipient of the Massachusetts Cultural Council's 2017–18 Commonwealth Award for Achievement—the state's highest honor in the arts, sciences and humanities. He is the Founder and Artistic Director of José Mateo Ballet Theatre, one of America's leading producers of new ballets, and the area's most innovative school for

quality ballet training, offering an innovative model for a high-quality academy with a humanistic approach to ballet training that fosters diversity and inclusion. Mateo is also widely respected for his civic contribution as innovator of community programs that broaden the reach of ballet and make dance an effective community building force.

Dr. Timothy Patrick McCarthy

Dr. McCarthy is an award-winning scholar, educator, activist and public servant. He holds a joint faculty appointment in Harvard University's undergraduate honors program in History and Literature, the Graduate School of Education and the John F. Kennedy School of Government, where he is Core Faculty and Director of Culture Change & Social Justice Initiatives at the Carr Center for Human Rights Policy. He is also the Stanley Paterson Professor of American History in the Boston Clemente Course in the Humanities in Dorchester, MA, a free college humanities course for low-income adults, and co-recipient of the 2015 National Humanities Medal. Dr. McCarthy graduated with honors in History and Literature from Harvard, and earned his M.A., M.Phil. and Ph.D. in History from Columbia University. In 2017, the Harvard Crimson selected him as one of Harvard's "15 Professors of the Year."

A historian of politics and social movements, Dr. McCarthy is author or editor of five books from the New Press, including "Stonewall's Children: Living Queer History in the Age of Liberation, Loss, and Love," forthcoming in 2019. A respected leader in the LGBTQ+ community, Dr. McCarthy was a founding member of Barack Obama's National LGBT Leadership Council, has given expert testimony to the Pentagon Comprehensive Working Group on the repeal of "Don't Ask, Don't Tell," has served on the boards of the Harvey Milk Foundation and the Harvard Gender and Sexuality Caucus and was a member of the first-ever LGBTQ delegation from the U.S. to Israel/Palestine.

Dr. Eddie Moore, Jr.

Recognized as one of the nation's top motivational speakers and educators, especially for his work with students K-16, Dr. Eddie Moore, Jr., currently serves as Director of The Privilege Institute (TPI) and The National White Privilege Conference (WPC). Both were founded under his direction to provide opportunities and possibilities for research, publications, speaking and

DAY 1 AGENDA

Understanding Power, Privilege, Equity and Cultural Wealth

8:15–9 a.m.

Breakfast | Gymnasium

The Race Card Project™

9–9:15 a.m.

Welcome | Gymnasium

Pam Eddinger, Ph.D.

President, Bunker Hill Community College

Poetry Reading | Gymnasium

Enzo Silon Surin

Poet, Social Advocate and Associate Professor of English

9:15–10:15 a.m.

Keynote Speaker | Gymnasium

Dr. Eddie Moore, Jr.

10:25–11:35 a.m.

Concurrent Workshops

11:40 a.m.–12:25 p.m.

Plenary with Lunch | Gymnasium

Dr. Marisol Negrón

12:30–1:40 p.m.

Concurrent Workshops

1:45–2:45 p.m.

World Café | Gymnasium

Nuri Chandler-Smith

Dean of Academic Support and College Pathways Programs

Liya Escalera

Associate Dean of Academic Affairs

2:45–2:55 p.m.

Check-In with Field Study Leaders | Gymnasium

3–4 p.m.

Affinity Groups

DAY 1 WORKSHOPS

10:25–11:35 a.m.

Preparing to be a Culturally Responsive Teacher in the “Floating Classroom”

Dr. Robin Chandler, G138

This workshop will walk attendees in all disciplines through a critical inquiry into the CIC (Caravan for International Culture) Learning Model and current research and practice in CRE (Culturally Relevant Education). What does it take to be a “culturally responsive teacher” in the 21st century? Are we where we need to be as inclusion-oriented faculty and administrators? What does the research say about positive student outcomes and CRE?

Using a social science and arts lens the group will critique questions raised by ethnic studies and women’s studies, examine how works of art frame racial history and how student outcomes are enhanced by an arts/humanities strategy of interdisciplinary rigor that focuses on inherent nobility and human potential. A visit to the “Exercise Room” will test the socio-cultural consciousness of participants as preparation for the *Colorquest*® MFA (Museum of Fine Arts, Boston) museum visit. This is in celebration of UNESCO (United Nations Educational, Scientific and Cultural Organization)’s International Arts Education Week.

Stonewall’s Children: Living Queer History in the Age of Liberation, Loss, and Love

Dr. Timothy Patrickl McCarthy, G227

An inter-generational overview of the long arc of LGBTQ history from the decades leading up to the 1969 Stonewall rebellion to the present day. Dr. McCarthy’s lecture will focus mainly on what he calls the “Stonewall Generation,” the “AIDS Generation” and the “Marriage Generation,” with material from his forthcoming book, *Stonewall’s Children* (New Press, Spring 2019).

Not in My School! How White Supremacy, White Privilege, and Other Forms of Oppression Undermine the Best Intentions

Dr. Eddie Moore, Jr., E175

Why do racial events and tensions drive our school communities apart? How can they be used instead as teachable, community-building moments? How can we add issues related to White Supremacy into the discussions? As the ongoing surge in highly visible racial incidents impacts students differentially, schools have a unique opportunity to deepen understanding of self and society as well as develop campus engagement. This interactive

and challenging workshop explores how these various headlines and incidents relate to the impacts that diversity, power, privilege and oppression can have on student and family engagement, faculty preparation, curriculum development and everyday campus interactions. We will explore U.S. institutional history, education, social media communications, cultural habits and more that have led to where we are today. With raised awareness, we’ll develop new skills and habits for sustainable, effective personal and institutional transformation.

Equity and Education: Examining Contemporary Issues through a Historical Lens

L’Merchie Frazier, G139

This session examines equity and education as a function of the racial paradigm. Through discussion of the history of U.S. public education, including Prince Hall’s eighteenth century petitions to the Massachusetts Legislature for African American access to the public school system; the building of the Abiel Smith School, the first public school for black children in Boston; the 1896 Plessy vs. Ferguson decision that upheld a “separate but equal” doctrine; and the 1954 Brown vs. Board of Education decision declaring state laws establishing separate public schools for black and white students to be unconstitutional, participants will gain a historical perspective on the fight for educational equity. This history provides a lens through which contemporary issues of power, privilege and systemic racism in education can be examined and challenged.

Leveraging Mindset Theory to Address Inequities in the Education of Latinx Bilingual Learners

Dr. Ana Solano-Campos, G140

In this session, we leverage mindset theory to explore issues of in/equity in the education of Latinx bilingual learners. Participants will interrogate ideologies that normalize dominant ways to use language and common assumptions about bilingual students’ intelligence and ability. They will explore the various social, cognitive and linguistic processes that bilinguals use to engage with the world around them, such as language transfer, language brokering and translanguaging. Unfortunately, these processes are typically positioned as a hindrance for students’ academic achievement in English monolingual contexts, leading to subtractive bilingualism and language loss that affect student learning and self-efficacy. We will discuss how growth mindset principles can be adapted and applied to address inequities experienced by Latinx Bilingual learners in schools.

Race, Empire and Asian/Pacific/American History

Dr. Richard Chu, G225

From “Yellow Peril” to “Model Minority,” Asian/Pacific Islander/

BIOGRAPHIES OF FACILITATORS, PERFORMERS AND FIELD STUDY PARTNERS

Jorge Arce

Jorge Arce was born in Bélgica, a working class neighborhood of Ponce, Puerto Rico. He received his Master of Education Degree from Harvard University in 1994. Arce is listed in “Who’s Who” (1984–85). He has received numerous awards; he was recognized as a 2012 Traditional Arts Fellowship Finalist by the Massachusetts Cultural Council. His musical group Humanowas was awarded the Boston Music Award for Outstanding Latin Act (1990). He has presented his cultural workshops and performances at more than 1,000 schools, universities and educational centers around the world.

Asian American Studies Program at UMass Boston

Since 2012, the long-term academic/community partner of BHCC in the areas of local Asian American community histories, Asian American Studies pedagogy and curriculum design and AANAPISI-centered research and development is the Asian American Studies Program at UMass Boston.

Peter Kiang is Professor and Director of the Asian American Studies Program at UMass Boston. He is mixed race Chinese and Scottish from Boston with an Ed.D. from Harvard University.

Shirley Tang is an Associate Professor in the Asian American Studies Program at UMass Boston and the leader of its Digital Storytelling in Asian American Studies platform. She has a Ph.D. in American Studies from SUNY Buffalo and is originally from Hong Kong.

Kim Soun Ty is an Instructor in the Asian American Studies Program at UMass Boston where she received her M.S. in Transnational Cultural Community Studies. She is Khmer American from Lynn and Boston.

Son Ca Lam is an Instructor in the Asian American Studies Program at UMass Boston. She is Vietnamese American from Dorchester, and is completing her Ph.D. in Geography at Clark University.

Boston Rhythm Riders

Boston Rhythm Riders was established in 2007 and is a social soul line dance movement group that strikes a chord of Rhythm in the

mind, body and soul, connecting the heart and soul of participants. The group meets weekly at the Mildred Community Center in Mattapan, Wednesday nights at 6:30 p.m. From June 1 – September 30, classes take place outdoors, at Franklin Park on Resectory Hill, which is located close to the main entrance of the park. All are welcome.

Dr. Robin Chandler

A social scientist and gender specialist, Dr. Chandler’s research in international development is focused on 21st century higher education, gender equality, post and neo-colonial studies, arts and culture and race and cultural competency in nations undergoing rapid social, political and economic change. Her expertise is in designing civil society research projects that align available expertise, evidence-based research and participant-centered methodologies for achieving project goals and are all based in a vision of service to humanity and community engagement. In 2018, she will be Bunker Hill Community College’s first Distinguished Artist in Residence.

Dr. Richard T. Chu

Dr. Richard T. Chu (A.B. Ateneo de Manila University; M.A. Stanford University; Ph.D. University of Southern California) is Five-College Associate Professor of History at the University of Massachusetts, Amherst. He is the author of “Chinese and Chinese Mestizos of Manila: Family, Identity, and Culture 1860s–1930s” (E.J. Brill, 2010; Anvil 2012) and of other various publications focusing on the history of the Chinese in the Philippines and Asian Americans. He teaches courses on the history of the Chinese diaspora, Philippines, U.S. Empire in the Pacific and Asian/Pacific/America. Recently, he received the Community Hero Award from the Commonwealth of Massachusetts Asian American Commission for his efforts in creating collaborative projects between UMass, the Five Colleges Consortium, the cities of Springfield and Amherst and the various Asian American (particularly the Bhutanese, Vietnamese, Cambodian and Filipino) communities of Western Massachusetts.

L’Merchie Frazier

L’Merchie Frazier has served for 15 years as Director of Education and Interpretation for the Museum of African American History, Boston/Nantucket, where she highlights the Museum’s collection and develops place-based education and interdisciplinary history programs, projects and lectures. A visual artist, performance artist, educator and activist, Frazier has served the artistic community for more than 20 years as an award-winning national and international visual and performance artist and poet, with residencies in Brazil, Taiwan, France, Costa Rica and Cuba. She is a member of Women of Color Quilter’s Network, a City of Boston AIR artist, resident artist at South End Technology Center and MIT FabLab in Boston and a member of Boston Seaport’s Cross Cultural Collective. She recently collaborated with the Office of Women’s Advancement and Office of Recovery Services to increase resources and awareness of women who are recovering from substance abuse through a multi-disciplinary and public fiber art project entitled “When Women Succeed: The Quilted Path.” Her fiber works serve to document history and memory, and often include innovative technology. Her works are included in the permanent collections of the Museum of Art and Design, Smithsonian Institution and the White House.

Dr. Glenn Gabbard

Dr. Glenn Gabbard is an academic leader, administrator, faculty member and researcher with experience in community colleges, universities and non-profit organizations. Throughout his work as a faculty member, department chair, dean and director of national change initiatives, he has focused on issues related to forging stronger collaborative efforts within and across institutions that acknowledge the contributions of individuals who are labeled “underserved.”

Currently the coordinator of the Massachusetts Inclusive Concurrent Enrollment Initiative at the Massachusetts Department of Higher Education, Dr. Gabbard is a Data Coach with Achieving the Dream and the former co-director of the New England Resource Center for Higher Education at UMass Boston, where he also served as a faculty member in the

DAY 3 WORKSHOPS

10–11:10 a.m.

Building an Equity-Minded Theory of Practice for Leadership and Administration

Dr. Glenn Gabbard, G138

As our colleges continue to develop to reflect the increasingly diverse communities which they are designed to serve, a campus-wide focus on equity becomes increasingly important both in how we support students within and outside of the classroom but also and how we also work with each other as members of a shared community of faculty, staff, board members and administrators. This interactive, facilitated session will summarize key principles of equity-mindedness and cultural wealth and through group conversation begin to clarify linkages between these concepts and a theory of practice of leadership and administration that is, itself, equity-minded and grounded in an appreciation of the cultural wealth of the individuals whom we collaborate with, supervise and manage as well as the decisions our leaders who make decisions on a daily basis.

Curricular and Co-Curricular Integration: Putting Equity and Cultural Wealth into Practice

Amparo Hernandez-Folch and Christina Lambert, G139

This collaborative workshop will highlight recent curricular and co-curricular projects by BHCC faculty and staff that focus on equity-minded practice, utilize a cultural wealth framework and integrate place-based learning. Presenters will provide an overview of how they designed and implemented curricular and co-curricular activities rooted in their experiences at the College's Cultural Institutes. Participants will then engage in a working session focused on using a backwards design process to integrate equity and cultural wealth concepts into their work at the College.

Critical Connections: Exploring Belonging and Student Support for Asian American Students

Dr. Delia Cheung Hom, G140

Grace Lee Boggs points to the importance of connecting. She writes, "We never know how our small activities will affect others through the invisible fabric of our connectedness. In this exquisitely connected world, it's never a question of 'critical mass.' It's always about critical connections." Through this perspective, this workshop will discuss how the concept of sense of belonging relates to the experiences of Asian American college students and what this means for providing support to this community of students.

The Pedagogy of Inclusivity

Jose Mateo, G227

This workshop uses the medium of artistic expression to explore the concept of inclusivity.

12:20–1:30 p.m.

Teaching through Performing Arts

Jorge Arce, G138

Using his Afro-Caribbean Workshop as a point of departure, Jorge Arce demonstrates innovative-educational strategies for instruction through performing arts. After an excerpt showcase, Jorge will initialize a discussion on the ways to approach instruction throughout time and which are reflected in the previous performance.

Curriculum Development Workshop

Julio Flores and Emmanuela Maurice, G139

A collaborative workshop that highlights 2–3 curricular integration projects that include place-based learning. Workshop facilitators will provide an overview of how they developed their curriculum and co-curricular activities. The remainder of the time will be a working session focused on backwards design from outcomes to the integration of equity and cultural wealth concepts into the curriculum.

Culture as Currency

L'Merchie Frazier, G140

This session provides a historical narrative and contemporary analysis of the ways in which culture has been used as a mode of power and a medium of exchange and movement. Participants will explore the question of who creates "the canon" in music, the arts and literature and how educators can contribute to the work of dismantling cultural hegemony and creating new truths.

Music for Healing and Dialogue

Shaw Pong Liu, G227

Violinist, composer and Pao Arts Center Artist-in-Residence Shaw Pong Liu invites participants to join an interactive music-based conversation exploring music for healing and dialogue. The workshop will draw from Liu's current songsharing project, Sing Home, exploring songs from home and migration stories in Boston's Chinatown as well as her ongoing work with the Code Listen project with the Boston Police Department, teenagers and homicide survivors (people who have lost a loved one to homicide).

Americans (APIA) have been subjected to various epithets in the United States. This workshop takes us through an overview of their history as part of the U.S.'s quest for global domination from the 19th century on. It then deconstructs the "model minority" myth by providing demographic and ethnographic data of the APIA in both the U.S. and in Massachusetts, and ends with a discussion on how we can participate in changing unjust social structures through our teaching, scholarship and activism.

PLENARY WITH LUNCH

11:40–12:25 p.m.

American Progress: Critical Race Analysis Across the Curriculum

Dr. Marisol Negrón, Gymnasium

Using the 1872 lithograph "American Progress" by John Gast as a springboard, this session explores the use of critical race and gender analysis in classrooms to motivate a deeper and more complex understanding of U.S. history as related to the processes of nation-building, the discourse of American exceptionalism and how both continue to require the invisibility of racialized violence against non-white bodies. The goal of the session is to demonstrate how this approach centers student learning, normalizes Americanness and teaches students to "read against the grain."

12:30–1:40 p.m.

Preparing to be a culturally responsive teacher in the "Floating Classroom"

Dr. Robin Chandler, G138

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MFA museum visit. Format: multimedia and discussion. This is in celebration of UNESCO's International Arts Education Week

Stonewall's Children: Living Queer History in the Age of Liberation, Loss, and Love

Dr. Timothy Patrick McCarthy, G227

An inter-generational overview of the long arc of LGBTQ history from the decades leading up to the 1969 Stonewall rebellion to the present day. Dr. McCarthy's lecture will focus mainly on what he calls the "Stonewall Generation," the "AIDS Generation" and the "Marriage Generation," with material from his forthcoming book, *Stonewall's Children* (New Press, Spring 2019).

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gain a historical perspective on the fight for educational equity. This history provides a lens through which contemporary issues of power, privilege and systemic racism in education can be examined and challenged.

Participatory Action Research (PAR)

Dr. Patricia Krueger-Henney, G140

This session will highlight Dr. Krueger-Henney's work with youth leaders from the Center to Support Immigrant Organizing and the African Community Economic Development of New England as a model for place-based curriculum that uses PAR to engage students' opportunities for cross-ethnic collaboration and community empowerment to address issues of Islamophobia and language-based discrimination.

Race, Empire and Asian/Pacific/American History

Dr. Richard Chu, G225

From "Yellow Peril" to "Model Minority," Asian/Pacific Islander/Americans (APIA) have been subjected to various epithets in the United States. This workshop takes us through an overview of their history as part of the U.S.'s quest for global domination from the 19th century on. It then deconstructs the "model minority" myth by providing demographic and ethnographic data of the APIA in both the U.S. and in Massachusetts, and ends with a discussion on how we can participate in changing unjust social structures through our teaching, scholarship and activism.



DAY 2 FIELD STUDY

Building on the Assets of the Community and Strengthening Understanding of Cultural Wealth

All participants will meet at their field study location at 8:30 a.m. Participants should wear comfortable walking shoes, and bring a water bottle. Finally, participants are asked to monitor the weather. If rain threatens, please bring an umbrella.

DAY 3 AGENDA

Putting Equity and Cultural Wealth into Practice

8:15–9 a.m.

Breakfast | Gymnasium
Race Card Activity Revisited

9–9:30 a.m.

Welcome and Poetry Reading | Gymnasium
Princess Moon

One Book Announcement | Gymnasium
Whitney Nelson
Associate Professor of English

9:35–9:55 a.m.

Field Study Reflection | Gymnasium
Emmanuela Maurice
Professor of English
R. Arlene Vallie
Director of Learning Communities

10–11:10 a.m.

Concurrent Workshops

11:15 a.m.–12:15 p.m.

Plenary with Lunch | Gymnasium
Jorge Arce

12:20–1:30 p.m.

Concurrent Workshops

1:30–1:45 p.m.

Break | Gymnasium

1:45–2:30 p.m.

Share Out and Planning for the Future | Gymnasium
Clea Andreadis
Associate Provost

2:30–3:15 p.m.

Celebration | Gymnasium
Performances by Rhythm Riders and Original Steppers of Boston

3–4 p.m.

Affinity Groups