

EQUITY ADVANCING SHOWCASE ON EDUCATION 2022

“THE PERSON WHO DOES THE WORK,
DOES THE UNLEARNING”

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DOES THE
UNLEARNING”



The continuation of this virtual discussion series is designed to help instructors (any discipline, all levels) form a community of reflective practice focused on improving pedagogy.

The purpose of this series is not to hand down mandates and protocols, but to share experiences and create a space to collaborate with peers and support personal and professional growth.



REFLECTING ON ANTI-RACIST EDUCATION

AN ONGOING VIRTUAL DISCUSSION



“...let me compassionately urge you to sit in discomfort: If you use a single standard to grade your students’ languaging, you engage in racism. You actively promote White language supremacy, which is the handmaiden to White bias in the world, the kind that kills Black men on the streets by the hands of the police through profiling and good ol’ fashion prejudice.”

ASAO INOUE



“...let me compassionately urge you to sit in discomfort: If you use a single standard to grade your students’ languaging, you engage in racism. You actively promote White language supremacy, which is the handmaiden to White bias in the world, the kind that kills Black men on the streets by the hands of the police through profiling and good ol’ fashion prejudice.”

ASAO INOUE

This is Water

David Foster Wallace

There are these two young fish swimming along, and they happen to meet an older fish swimming the other way, who nods at them and says, “Morning, boys, how's the water?” And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes, “What the hell is water?”

ONGOING VIRTUAL DISCUSSION

I. INTO

Structuring Courses to Promote Anti-Racist Pedagogy

- Bristin Jones (Modern Language & Cultures)
- Jason Emory (Psychology)
- Angela Winek (Merritt Writing Program)
- Paul Gibbons (Writing Studies)
- Q&A

II. THROUGH

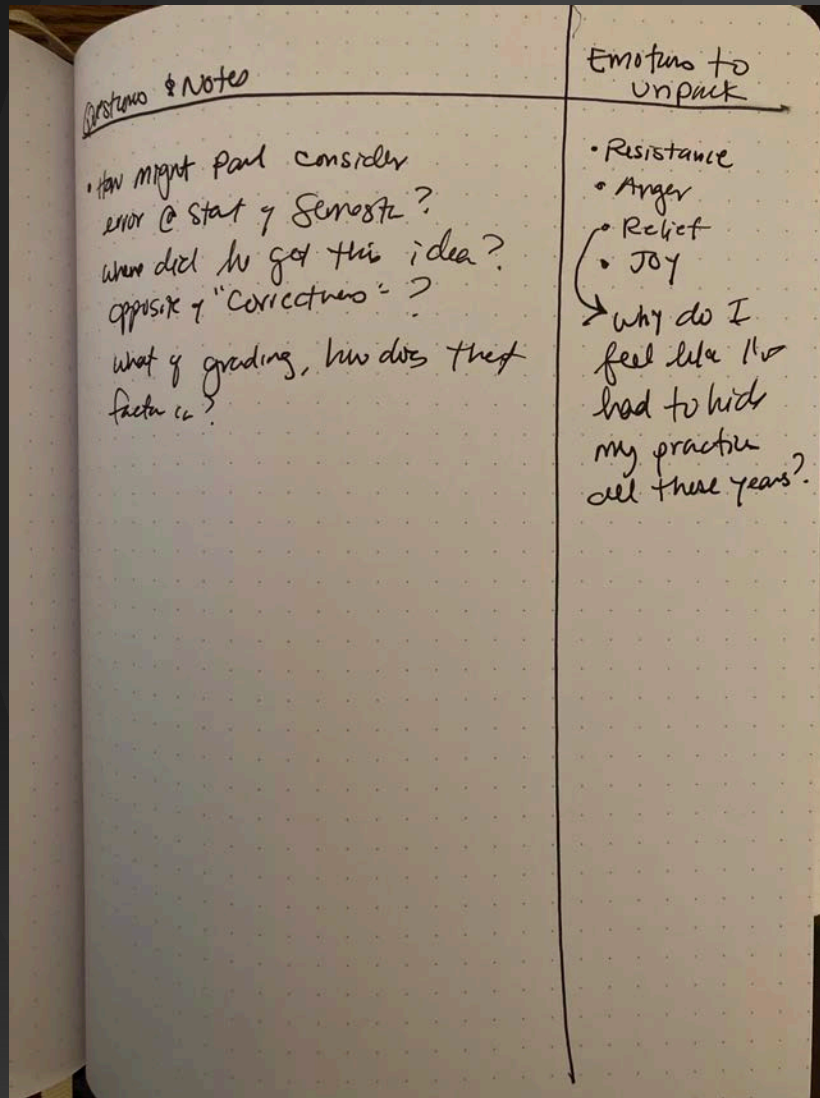
Building Daily Interactions to Promote Anti-Racist Pedagogy

- Justin Hicks (Economics)
- Sue Varnot (Writing Program)
- Eileen Camfield (Writing Studies)
- Q&A

III. BEYOND

Designing Anti-Racist Assessments

- Dave Ardell (Molecular & Cell Biology)
- Danielle Bermudez (Interdisciplinary Humanities)
- Alejandro Gutierrez (Engineering)
- Q&A



- Take notes – questions for the presenters.
- Take notes – questions for yourself to unpack
- One of the major tenants of our ROAR-ped group is to pay attention to your body, to what you are feeling. To note moments of surprise or of resistance or of anger. These are the moments to unpack



Panel 1 “Intro:” Structuring Courses to Promote Anti-Racist Pedagogy

Bristin Jones (Modern Language & Cultures)

Angela Winek (Writing Program)

Jason Emory (Psychology)

Paul Gibbons (Writing Studies)

The background of the slide features several fashion sketches. In the upper left, there are sketches of legs and feet in various styles of shoes and skirts. In the lower left, there are two full-body sketches of figures. One figure is wearing a white, long-sleeved garment with a black tie and colorful floral patterns. The other figure is wearing a red, sleeveless dress with a yellow top and sunglasses. The sketches are done in a loose, artistic style with watercolor-like washes.


Syllabus Co-Creation:

Student-Centered Course Design

Bristin Scalzo Jones, Ph.D.
Department of Languages, Literatures and Cultures
EASE 2022



Case study: English 119 Fashion & Fiction



“Fashion communicates. We can read it.
It is a text, not simply readable but writable.”
–Jan Ellyn Goggans, *Make It Work*

Case study: English 119
Fashion & Fiction

01

What I tried

02

Why I tried it

03

How it went

04

What I learned
+ next steps

Backstory

- Previous experience with co-created assignments & rubrics as well as reshaping classes based on student feedback & interests
- A sad & unusual turn of events: how to best honor Jan and her work while also supporting students?



What I tried

First day

Survey



What I tried

Class format

Assignments

What I tried

First day

- Freewrite prompt on shared Office Doc:
What are they hoping to get out of the course?
- Dedicating class time to hearing from each individual student (and taking notes!)

What I tried

Survey

- Students vote to keep or drop specific texts from syllabus

Preferred readings for ENG 119

This quick poll will help me learn which books you are most excited about or interested in reading this semester. Your responses will help me as I update the syllabus. Thank you!

Please express your preference for every book listed below.

	Keep	No preference	Delete
The Wide Sargasso Sea by Jean Rhys (novel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Naomi by Junichiro Tanizaki (novel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Passing by Nella Larsen (novel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tar Baby by Toni Morrison (novel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is Lighter Better? Skin Tone Discrimination Among Asian Americans by Joanne Rondilla (monograph)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pain Generation, Social Media, Feminist Activism, and the Neoliberal Selfie by L. Ayu Saraswati (monograph)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Kept:

- *Passing* (Nella Larson)
- *Pain Generation* (L. Ayu Saraswati)
- *Is Lighter Better?* (Joanne Rondilla)



Added:

- *Make It Work* (Jan Goggans)
- *Mexican Gothic* (Silvia Moreno-Garcia)
- 3 movies (*Passing*, *Portrait of a Lady on Fire*, *Wadjda*)
- Unit on intersectional Muslim fashion & feminism

What I tried

Class Format

- More “book club” than “lecture”
- No “sage on a stage” here
- We’re in this together!



What I tried

Assignments

- Modified due dates
- Collaborative assignment design
- Options for final project



Why I tried it

Honoring Jan



How to honor Jan's work and maintain original core values of the course

Intersectional feminism + Jan's voice



ROAR

My support system for 2 years

Always > 5% 😊

Flattening hierarchies



Learning from and with students



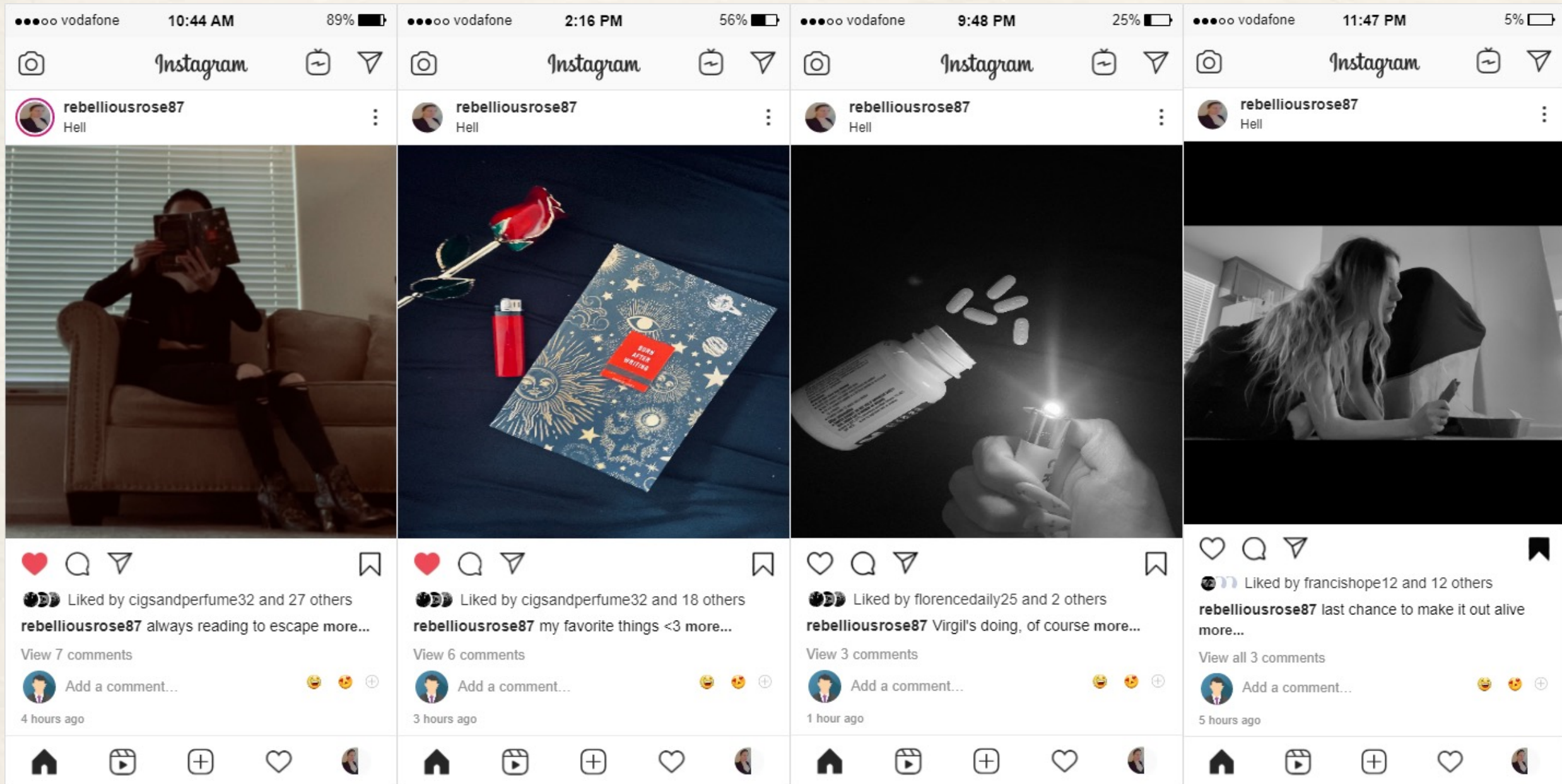
Promote student agency

As well as creativity, critical thinking, and community

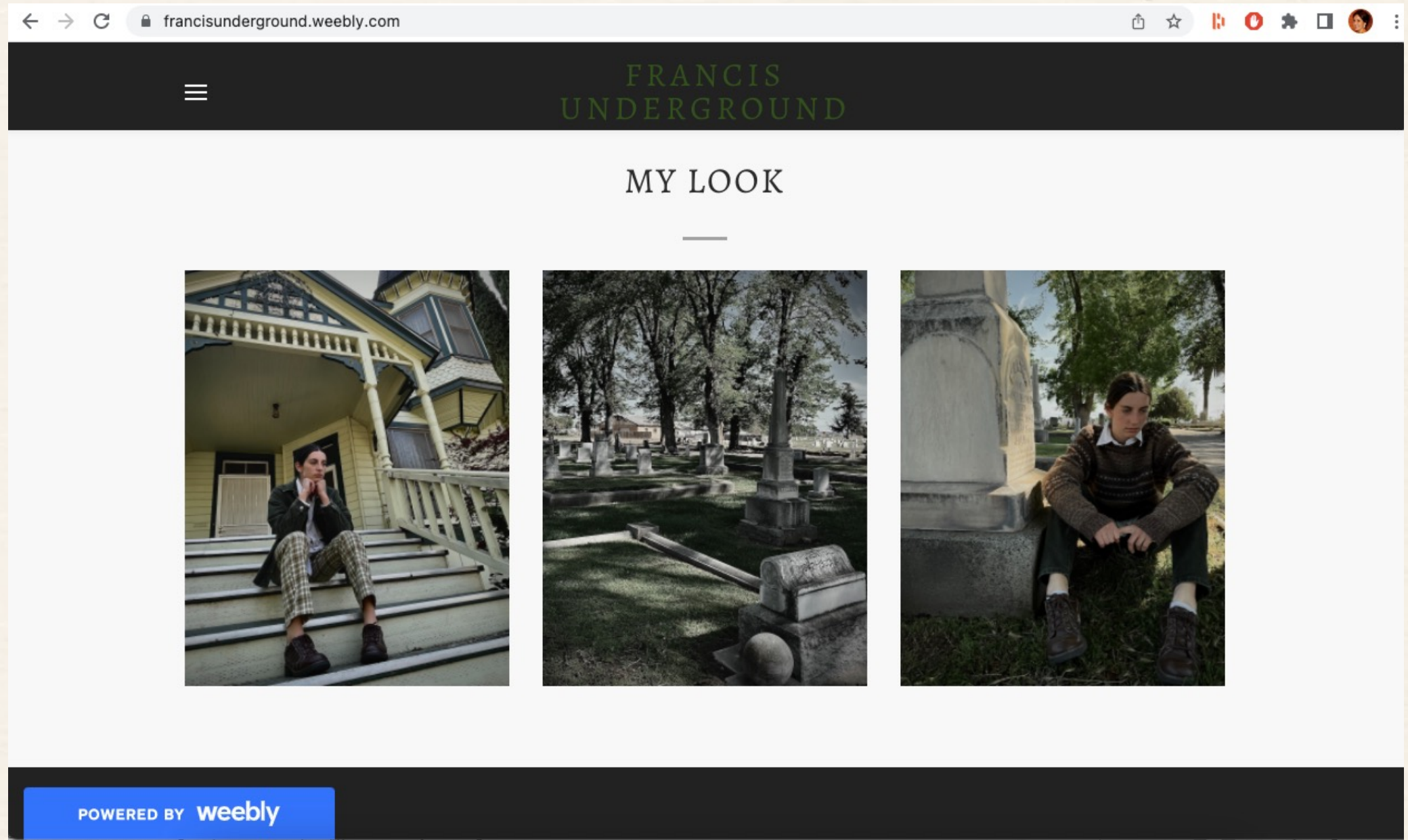
How it went

Samples of student work

Midterm: "Rose's Insta" by Jade (inspired by *Mexican Gothic*)

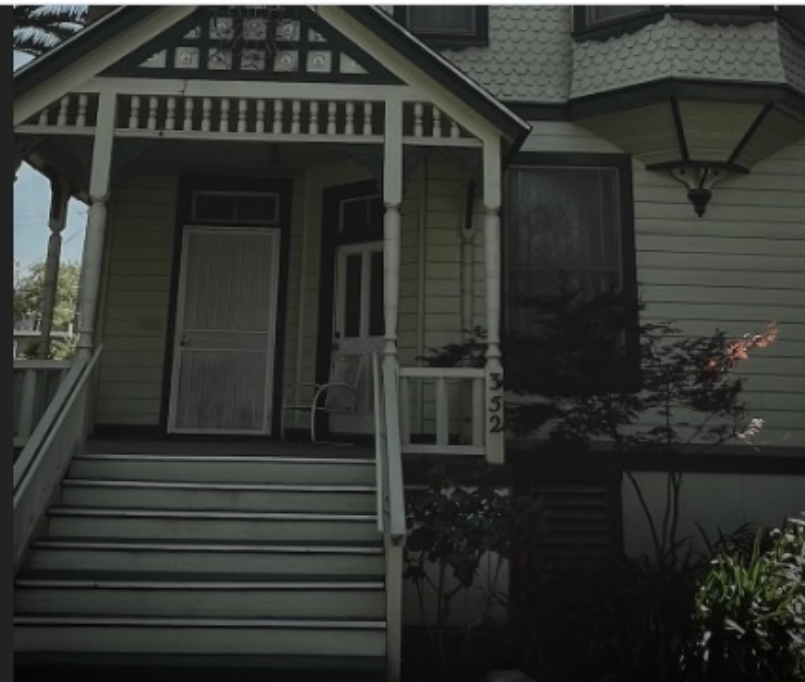


Midterm: “Francis Underground” by Mahea (inspired by *Mexican Gothic*)



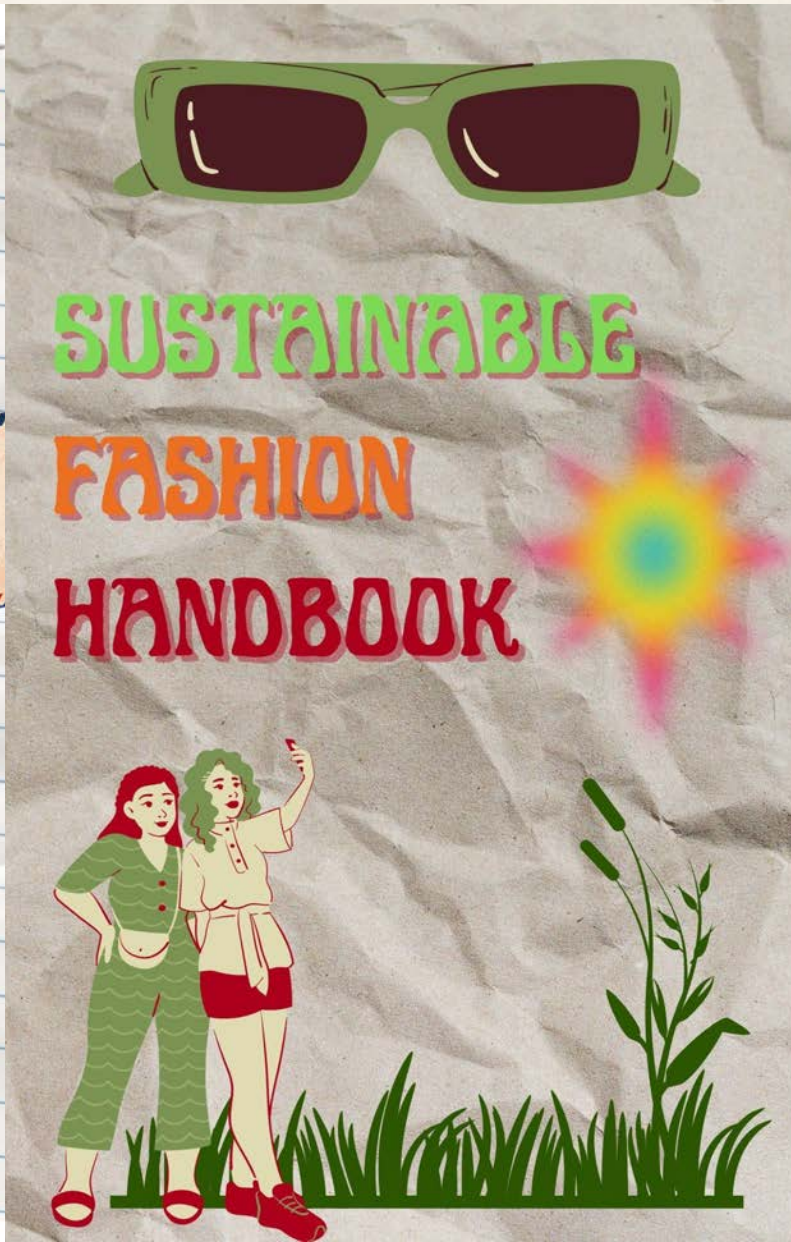


my mind is more haunted than this place
 the dreams are no longer real
 i am no longer real
 is this existence?
 mushrooms in my mind
 my mind is not my mind?
 my mind is not mine?
 emptiness has never felt so hot
 the heat the flames the rot
 what i love is what kills me
 love is death
 there is no place for love here
 alone with my mushrooms



safety and authority
 guiding like a light
 scratching nails and boils
 violent in the night
 my heart beats in the blackness
 you cannot go so far
 without the tension gasping
 the stretch of skin and bone
 give your life to him
 or die like cut flowers
 the gloom caught in your throat
 can i escape?
 take a step off the porch and i die

Final: “Sustainable Fashion Handbook” by Grace



Clothing Swaps!

want new styles without the waste? clothing swaps are a sustainable, free way to recycle clothes in your community!

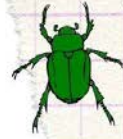


-Go through your closet and grab all the clothes you don't wear anymore. Get a group of friends to do the same, and meet up somewhere sunny to trade clothes!

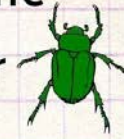
When you're done, give the leftovers to a donation center, make some up cycled crafts, or host a yard sale.



why clothes matter to me



an essay by the author



clothes have always had a place in my heart. it's a way to express yourself! it's a way to stand out! I used to always shop for the latest styles, putting down the tinge of guilt I felt when I purchased something unethically made. I struggled with feeling pressured to wear hyper feminine outfits that made me feel uncomfortable, but I felt like I didn't belong in masculine clothes either. when I started experimenting with clothes, I realized my sexuality and gender aren't just black and white.

these days, I get all my clothes second hand, and not only do I leave a smaller carbon footprint, but my style is more reflective of me! I can experiment with masculine and feminine styles, I can patch different pieces together with my sewing machine, and I can combine looks from different time periods. It's one thing to be on trend, but can you say nobody else has an outfit like yours? my relationship with clothing has changed, just like my identity has, and now they work together to make me feel comfortable with myself.



Final: “The Gaze” by Serenity



What I learned + Next steps





Oh, the Internet! What we once envisioned as a utopian space of self expression has devolved into a constant parade of bodies and commodities, with the line between the two blurring every day, all snowballing into a mass consumerist fast-fashion culture that relies on Gen Z's willing participation. The irony of this can't be ignored-aren't we Greta Thunberg's generation?



A 2020 Vogue Business survey of 105 members of Generation Z found that more than half reported buying most of their clothes from fast-fashion brands.



To make a more eco-friendly world, embrace the hand-me-down, the odd and imperfect, unedited. Instead of turning to the internet for escapism, we should turn to creativity and invention- how can we make the communities outside our front doors better places? How can we use what we have to make something new?



SEWING 101

all it takes is a needle and thread to be sustainable!

1. Start with unraveling the thread from the spool. Use about double the length of what you need to sew.
2. Weave the thread through the loop on the one end of the sewing needle. Pull it until it's half way through the thread and fold the thread in half. Make sure the two ends of the thread are close together, with the needle in the center
3. Tie a knot at the end!
4. Weave in and out of your fabric in a straight line using the needle. Practice makes perfect, and you can learn more stitches as you go!

tips!

- look for affordable sewing machines on craigslist and second hand stores.
- check out online tutorials for different techniques



Thanks!

bjones34@ucmerced.edu

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Relaxing course structure to allow for student-directed learning

By Dr. Jason Emory

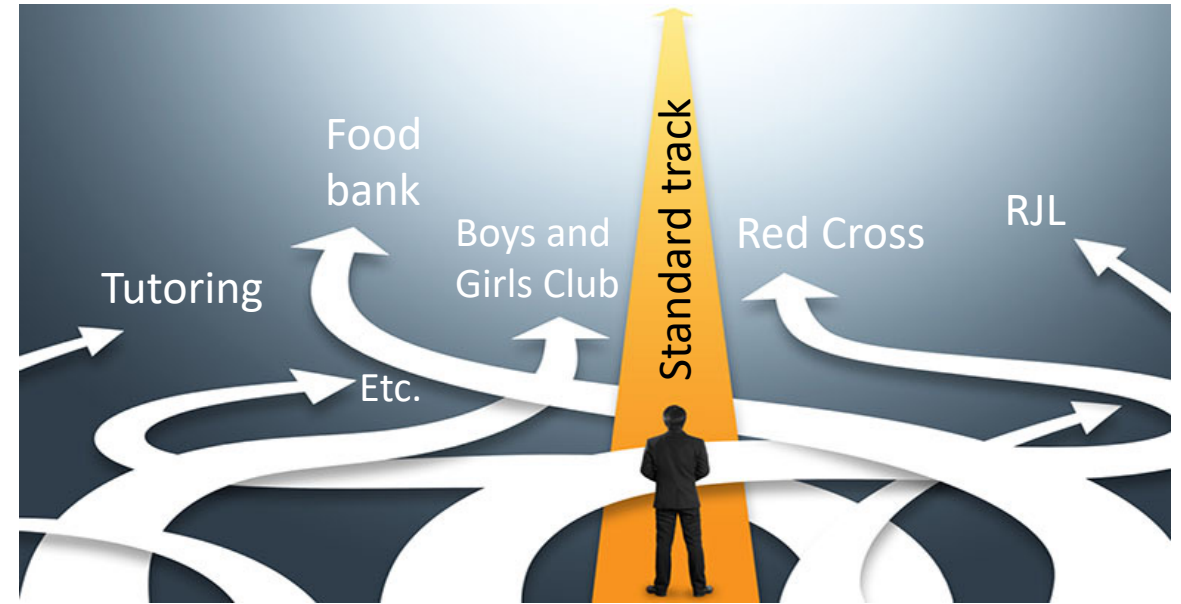
What was implemented?

- **“Volunteer track” as option in addition to the standard “Syllabus track”**

- Social Psychology
 - Context and behavior
- Abnormal Psychology
 - Trauma/stress response
- Abnormal Child Psychology
 - Trauma development, etc

- **Work with the Community Engagement Center (CEC)!!**

- *Help finding course-meaningful opportunities*
- *LOTS of logistics help*
- **Thank you Vernetta and Andrea with CEC!**



- Fall 2021
 - 45 of 280 eligible students
 - 16% of those eligible
- Spring 2022
 - 50 of 170 eligible students
 - 29% of those eligible

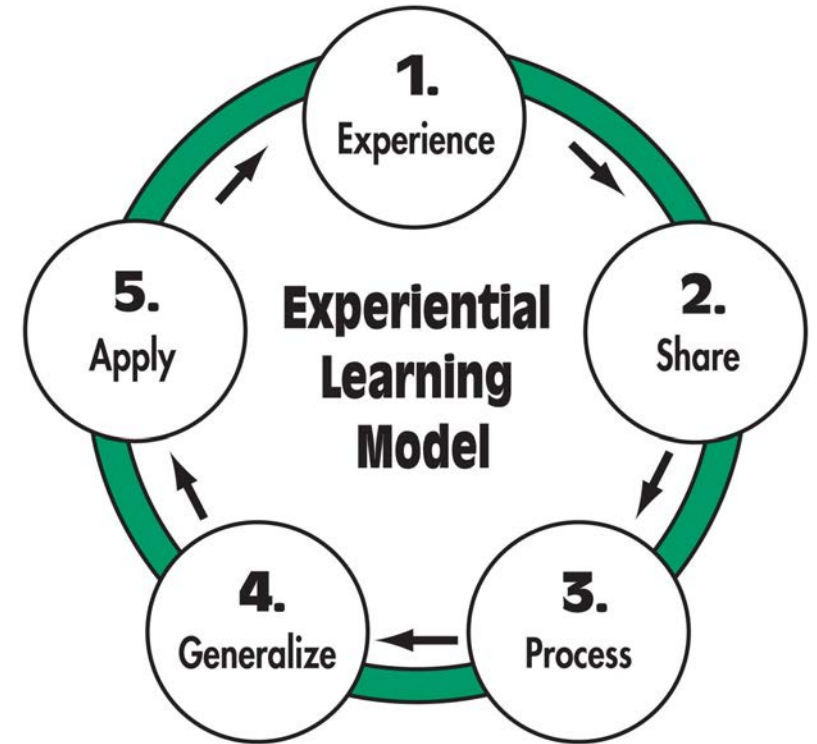
Unlearning: Considering cultural ‘tunnel vision’

- My classes (traditionally) tend to direct student learning via:
 - Heavy lecture-based courses
 - Selected readings, podcasts, videos, etc
 - Assignments designed to bring in student experience and recognize diversity
 - BUT...
- Despite best intentions and efforts
 - Implicit/unconscious blind spots to cultural differences likely persist
- Volunteer track allows students the *agency* to choose their path
 - Give up some course content control to allow for this agency



Why is this part of anti-racist pedagogy?

1. Less 'instructor directed' approach
 - Student interest drives their individualized education
 - Thus less impact of instructor blind spots and tunnel vision
2. Partnership with organizations allow students **to EXPERIENCE how systems can be challenged**
 - Example of RJL
 - In this case systems of harsh treatment of juvenile conduct problems
 - Disrupt school-to-prison pipeline



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
© 1983 John Wiley & Sons, Inc.
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Fall 2021 semester with RJL: Conference at Los Banos Junior High school



- 40 volunteers from UC Merced
- Training (at RJL community center AND on campus)
 - Training is intense socio-emotional support for children



Spring 2022 semester with RJL

- Realities/Complications of community engagement emerged:
 - Needs of community partner change
 - Community non-profits may experience challenges due to limited resources
 - Paperwork, redtape, licenses, etc
 - Need flexibility to maintain partnership
 - Trust between university and community must be built
- **University should serve community, not impose upon it**
 - If we want students to truly learn from the community involvement, have to deal with community on their terms

WE ARE THE VILLAGE
THAT CREATES CHANGE



*Restorative Justice
League*

Was this meaningful for students?

- Diversity of opportunities utilized by students
 - RJL
 - Tutoring
 - USDA's Food Distribution
 - Working with middle schools
 - Traditional cultural dance instruction
 - Reading at Boys and Girls Club
 - Community garden
 - Red cross
 - Community clean-up
 - Etc (not an exhaustive list)
- Flexibility in reflection options
 - Types of submissions by students
 - Podcast
 - Announcement/advertisement for volunteer opportunities
 - Piece of artwork (collage, etc)
 - Short essay
 - 10-minute power point presentation
 - Design a program/event (mock)
 - Video journaling/blog style reflection
 - Etc (not an exhaustive list)

Example reflection

Used with permission of Author Clestina Kelso

Clestina Kelso

Many Community-Based Organizations Hold Events as Pandemic Wanes

As the pandemic finally wanes in Spring 2022, many community-based organizations reopen their events, while some never stopped.

Today it is a miracle to watch a couple hold hands while walking through a crowd. All of us have our share of COVID stories from the last two years. and such stories lead to the

Mariposa Butterfly Festival

Continued from Page 1

Unfortunately, due to the cooler weather this spring, most of the monarch butterflies remained in their chrysalises (cocoon), even during the festival. Most families took home containers of butterflies to be released once they hatched, hopefully within a few weeks. I was very disappointed that the butterfly release wasn't able to happen during the event because it is one of the most beautiful and inspiring phenomena I have ever witnessed.

As a volunteer, I helped set up the festival. I put up signs throughout the venue and did a little decorating, but my main job was helping mark the vendor spaces. Each vendor pays for a 10 x 10 space (some pay for multiple) which was measured and numbered using chalk or paint to ensure there was enough room for every vendor and to notify each vendor where their space(s) were located on the grounds.

Measuring the spaces was also important



A young girl protecting

Mariposa Butterfly Festival Gallery



Local Aerial Yoga group performing on lawn in front of an awed crowd



One of the Aerial Yoga performers on her swing posing from 7 feet above the ground

- Reflections suggest meaningful experiences for students...

Final thoughts

- Improve upon volunteer track
 - Logistics
 - Reflection assignment tweaks
- *Emphasize student directed learning in other aspects of class
- Thanks to ROAR group for the opportunity to consider these complex issues!
 - Special thanks to Eileen Camfield, Sam Oceana, and Hala Alnagar



Languages of Power: Identifying & Familiarizing Systems of Power to Foster Student Self-Efficacy

Angela Winek

Merritt Writing Program

May 18, 2022

Dismantling of Racist Structures – Spring 2022

What did I try? - Identifying and familiarizing languages and systems of power in first year comp (WRI 10) and upper division comp (WRI 100) classes

Why did I try it? – To help UCM students increase self-efficacy and sense of belonging through the highlighting of exclusionary systems

What are languages & systems of power?

WRI 10 – lower div

- Citation Styles (MLA/APA...)
- Academic Terminology (undergraduate, retention...)
- Research Terminology (primary vs secondary, genre)
- UCM Acronyms (OSL, CLO...)
- Professional Meeting Norms (agenda, note-keeping, collaboration)
- Professional Presentation Norms (slide deck design, balance of content/delivery)
- Publication Evaluation (must evaluate for bias and credibility)

WRI 100 – upper div

- Citation Style of Discipline (discipline vs. major)
- Research Terminology (across disciplines & disciplinary specific)
- Terminology and Acronyms of Discipline (language of the field)
- Professional Meeting Norms (developing agenda, collaborating on group project)
- Professional Presentation Norms (collaborative team pitch/ presentation)
- Publication Norms of Discipline (journals, organizational schema, genre)

What did this look like?

Continual Discreet Referencing of Systems of Power

Discussion of Historical Backgrounds of Systems

Promotion of Operating in Systems of Power as Empowerment

Students Facilitate Presentations and Meetings Each Class, Normalizing Professionalism

Assessment emphasis on process vs accuracy as students learn to navigate systems of power

What did students learn?

- Excerpts from WRI 10 presentations and WRI 100 reflections on take-aways from the semester

“I feel that the biggest lesson that I learned is to not be intimidated by the difficulty of a research idea or question.” (1st year student, WRI 10)

“Never give up on keywords!” (1st year student, WRI 10)

“Knowing your citation formatting gives you credibility.” (1st year student, WRI 10)

“I felt like I've learned a lot within my discipline with this class and how to go about things more professionally. The presentation takes me out of my comfort zone. I have not presented in front of people since high school...” (3rd year student, WRI 100)

“I also like how this class felt like a good learning environment because making mistakes isn't really punished. In many other classes, I feel like I am more concerned about how making mistakes will affect my grade instead of actually focusing on learning.” (3rd year student, WRI 100)

“Another highlight I wanted to point out is that I learned what is expected of us in the professional environment and how to collaborate with others to work efficiently on tasks.” (4th year student, WRI 100)

What did I learn?

(unlearning reminders)

Students want to belong
and succeed at UCM
and in professional
spaces

Students are fearful of
and have extreme
anxiety about their
futures – at the
university and in future
workplaces

Students are eager to be
given a seat at the table,
but need to know
explicitly what that
means

Identifying languages and
systems of power is an effective
tool across disciplines – each
discipline has a distinct history
of power structures that all
students benefit from knowing

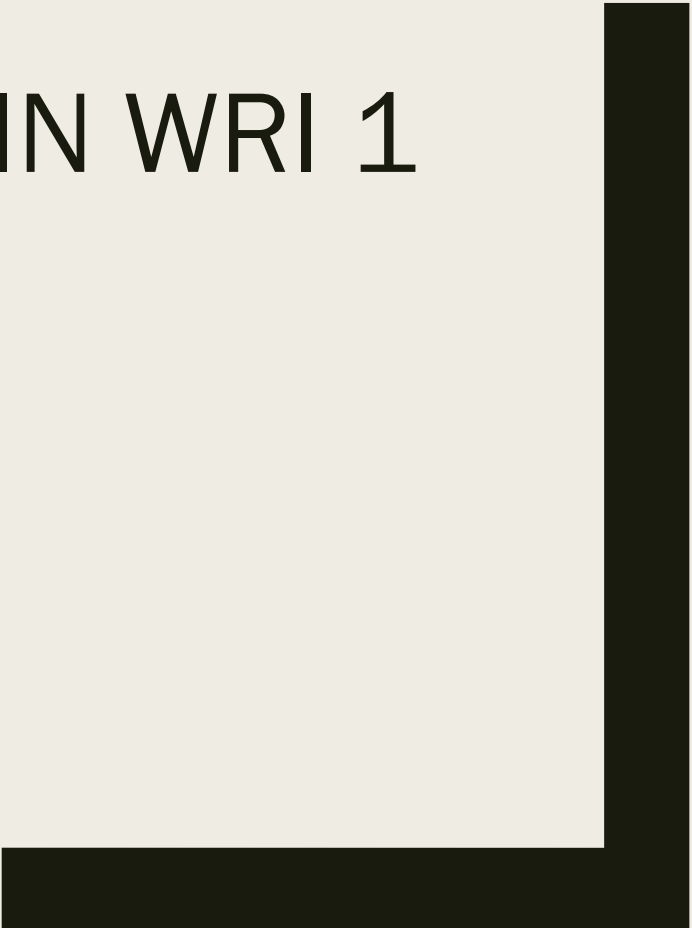
Anti-racist pedagogy is just
good pedagogy and what
works well for students from
historically
underrepresented
populations works well for all
students

I myself represent a
system of power - and
with power comes
responsibility



DECOLONIZING “ERROR” IN WRI 1

Paul Gibbons
Writing Studies





BACKSTORY

Joined WA(T)W Research Project



BACKSTORY

WA(T)W Research Project

- *Translingualism approach does not assume monolingualist pedagogy – assumes multilingualism*
- *WA(T)W centered on student agency via metacognition and their own linguistic resources*

Context – WRI 001

- Students examined language ideologies
- Readings included Ashanti Young's "Should Writers Use They Own English?" & Lippi-Green's "The Standard Language Myth"

Context – WRI 001

- Students conducted exploratory linguistic observations and interviews focused on spoken and written language varieties
- See and analyze what is valued in those observations and interviews

Context – WRI 001

- Then, we read “Phenomonology of Error,” by Joseph Williams (1981) from *College Composition and Communication*

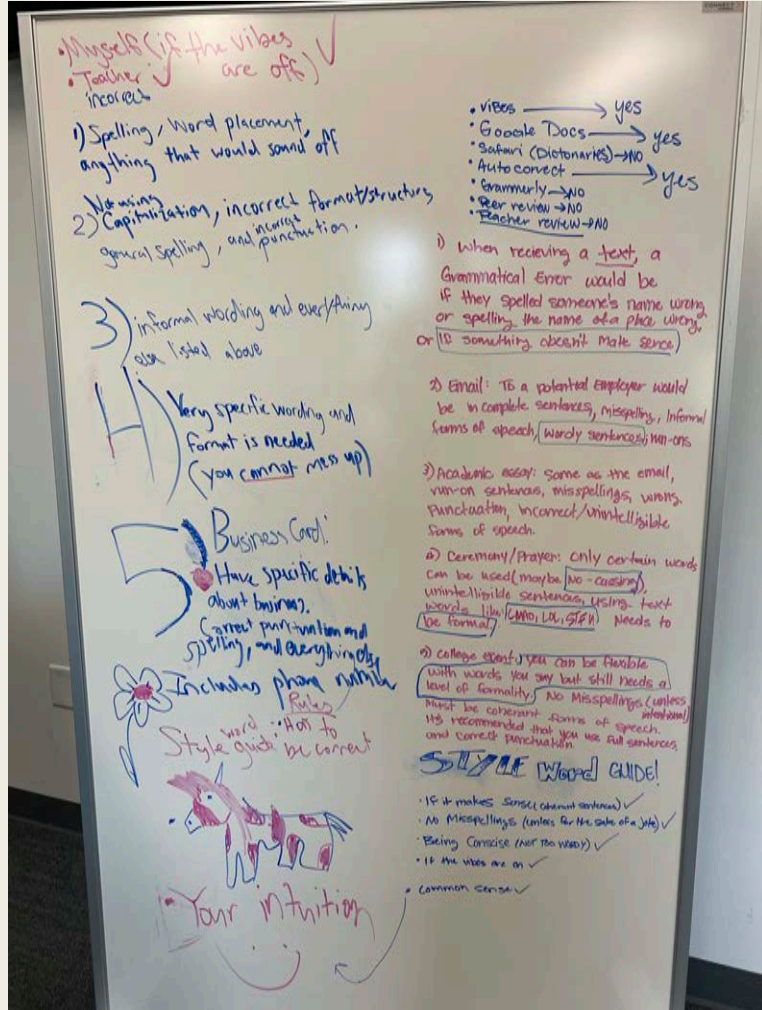
Context – WRI 001

“ . . . we should not be surprised that we do not agree among ourselves about how to identify it [error], or that we do not respond to the same error uniformly.”
(156)

“Phenomenology of Error,” by
Joseph Williams (1981) from
*College Composition and
Communication*

WRI 001 activity -- trajectory

- What is an 'error' in language use?
- Who decides? (AR)
- What does this mean as we encounter Standard Academic English ideology? (AR)



Students in groups, in class, on white board --

What constitutes an error in the following, giving examples of each

- a text to family and/or friends
- a ceremony or prayer
- an email to a potential employer
- an academic essay
- a written communication of your choosing

Students in groups, in class, on white board --
What constitutes a (grammatical or other) error in the following, giving examples of each

- a text to family and/or friends
- a ceremony or prayer
- an email to a potential employer
- an academic essay
- a written communication of your choosing
- spelling a name or place wrong; if it “doesn’t make sense”
- informal wording, no greeting or introduction
- “What’s up Homie?”
- capitalization and punctuation “misused” — (“dr” for “Dr”)
- for a tech manual, not being specific — “the thing goes in the thing”

What Happened

Error, even in academia, is something decided by systems over time

What Happened

Error, even in academia, is something decided by systems over time

decided by whom or what system is important to know – especially along lines of privilege

What Happened

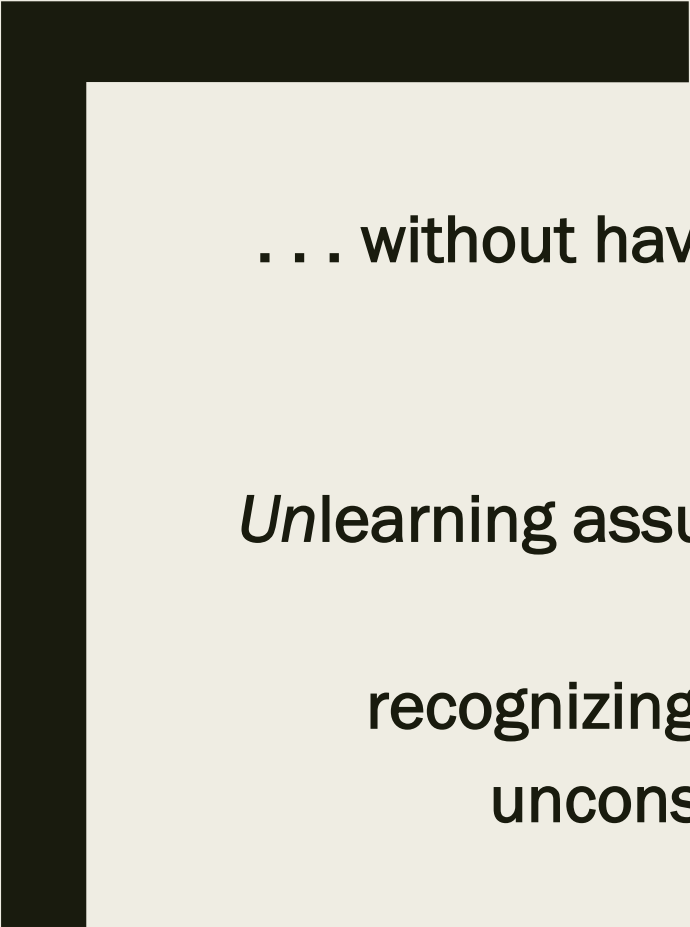
determining error – not fixed – even in individual consciousness (read: “your instructor?”)

encounters with systems of power are how literacy gets defined

a number of students — at least half — reflected in their subsequent work that standards are held in place by systems that they can (or must) choose to interact with **without having to feel like it's their fault that they don't know**

What Happened

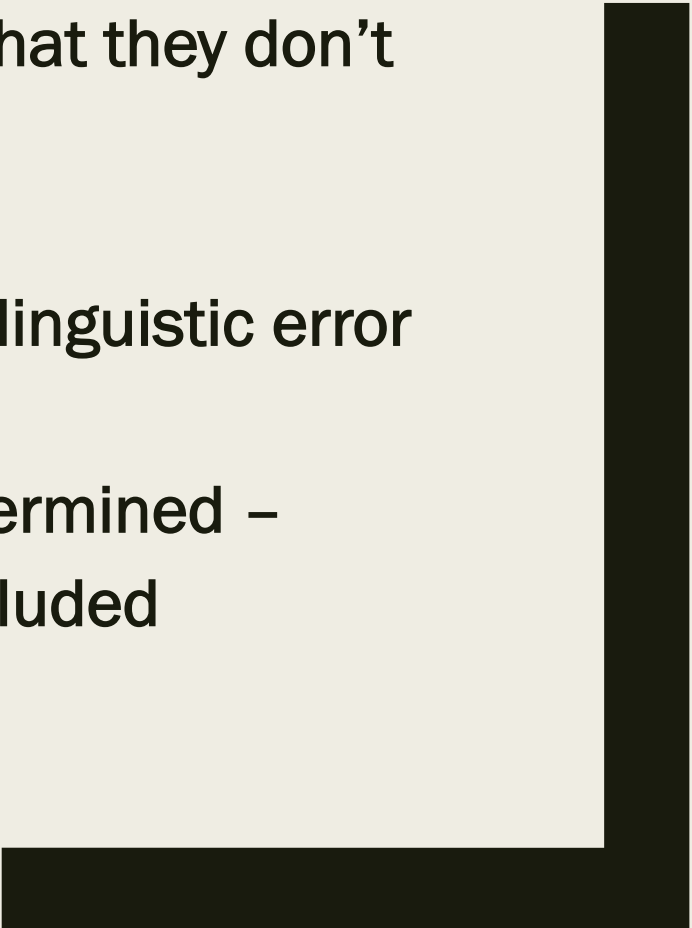
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. . . without having to feel like it's their fault that they don't
know

Unlearning assumptions about grammatical/linguistic error

recognizing how error is systemically determined –
unconsciously – systemic racism included



What's next
get here faster
more room for
deeper student
analysis in more
AR-explicit terms

