EQUITY ADVANCING SHOWCASE ON EDUCATION 2022

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

ON GOING 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.”

ASAIO 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?”
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 “Into:” Structuring Courses to Promote Anti-Racist Pedagogy

Bristin Jones (Modern Language & Cultures)  
Angela Winek (Writing Program)

Jason Emory (Psychology)  
Paul Gibbons (Writing Studies)
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*
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
What I tried

Class format

First day

Survey

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.

<table>
<thead>
<tr>
<th>Book</th>
<th>Keep</th>
<th>No preference</th>
<th>Delete</th>
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</thead>
<tbody>
<tr>
<td>The Wide Sargasso Sea by Jean Rhys (novel)</td>
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<tr>
<td>Naomi by Junichiro Tanizaki (novel)</td>
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<tr>
<td>Passing by Nella Larsen (novel)</td>
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<td>Tar Baby by Toni Morrison (novel)</td>
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<tr>
<td>Is Lighter Better? Skin Tone Discrimination Among Asian Americans by Joanne Rondilla (monograph)</td>
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<tr>
<td>Pain Generation. Social Media, Feminist Activism, and the Neoliberal Selfie by L. Ayu Saraswati (monograph)</td>
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</tbody>
</table>
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
instead of fast fashion, check out these awesome local merced clothing stores for eccentric, vintage, and used clothing

thrift center
1346 W Main St.

CLOUD 9
234 W MAIN ST.

Abracadabra
1731 Canal St. Merced, CA
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

Template and photo credits:

• Slidesgo
• Flaticon
• Freepik
• Unsplash
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
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
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)
Reflections suggest meaningful experiences for students...

As a volunteer, I helped set up the festival. I put up signs throughout the venue and was in charge of helping people find their place in the line. I also helped with the food and drink stations. For people who were hungry, we had broccoli, spinach, and carrots. We also had rice and beans to make people feel full. I helped the volunteers make sure they were comfortable before the performance ended.

Measuring the presence of a pollinator is also important. A young girl protected a local Annual Yoga Day. I performed on the main stage in front of an audience. It was a special time for me and the community.
1. Diverse set of experiences

I found out about this opportunity through Instagram. Thankfully, when I applied, they were still accepting applicants. I was genuinely nervous before applying and going through the process of becoming a volunteer. The fact that I would be working with people I did not know and in an unfamiliar office was nerve-racking. However, the process was not hard at all and I enjoyed

3. Meaningful interaction with community

Another volunteer experience that I was capable of taking advantage of is the Volunteer Program held by the Services for Undocumented Students located on campus. I found

2. Experiences that reflect course themes

- It is important to focus on bettering conditions for the children in the community to remain physically healthy, which also impacts them to be mentally healthy.
- It is important to provide affordable access for low-income families in manners to health care and other benefits for them to live a long healthy life.

4. Practical training often provided

I had the opportunity to earn 2 certificates while volunteering for Restorative Justice League. I plan on incorporating the information I learned to real-life situations when working with children and a team. I also took notes while completing the online training, so I am able to look back and refer to my notes if any troubles arise.

Certificates

Future Appliance

- McNamara Park Clean up
  - Date: Feb 5th
  - Hours: 4
- Family Fitness Fair
  - Date: April 9th
  - Hours: 4
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 takeaways 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”
Students examined language ideology while honing ability to get specific and provide examples to support assertions.

Readings included Ashanti Young's "Should Writers Use Their Own English?" & Lippi-Green's "The Standard Language Myth".

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.
Students examined language ideology while honing ability to get specific and provide examples to support assertions.

Readings included Ashanti Young’s “Should Writers Use Their Own English?” and Lippi-Green’s “The Standard Language Myth.”

Students had previously conducted exploratory observations and interviews.

Research (including interviews) focused on speaking and using different languages and/or language varieties, or idiolects.

Then, we read “Phenomenology of Error,” by Joseph Williams (1981) from College Composition and Communication.
“... 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

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
... 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
deep student
analysis in more
AR-explicit terms