

THE CENTER FOR ANTI-OPPRESSIVE EDUCATION

*welcomes you to the first*

NATIONAL CONFERENCE ON  
EMPOWERING TEACHERS  
IN TIMES OF WAR

*San Francisco Airport Marriott Hotel, California, U.S.A.*

*6 December 2003*

*8:00 a.m. ~ 8:00 p.m.*

*Pre-Conference Workshop on Publishing for Emerging Scholars of Color*

*5 December 2003*

*4:00 ~ 6:30 p.m.*

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*The Center for Anti-Oppressive Education (CAOE) recognizes that the quality of education cannot improve unless we commit to challenging the racism, classism, sexism, and other oppressions that permeate our schools and societies. Through its projects on research, curriculum, professional development, and local advocacy, CAOE develops and provides innovative resources for educators, leaders, students, and advocates throughout the United States and the world who are interested in creating and engaging in anti-oppressive forms of education.*

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<http://antioppressiveeducation.org>

## Welcome Letter from the Conference Organizer

Dear Participant:

Welcome to the National Conference on Empowering Teachers in Times of War. I am excited that you are able to join this important event, which promises to be an invaluable experience for us all.

Empowering teachers "in times of war" is not only about supporting teachers who wish to teach students to think critically about what the United States is calling a "war on terrorism"; it is also about addressing the ways that our engaging in a "war on terrorism" changes the very nature of education in a democratic society. The United States' ongoing "war on terrorism" has prompted several changes in our nation's conceptualization of civil liberties, citizenship, participatory democracy, freedom of speech, immigration rights, commerce, and so forth. Combined with increased surveillance and dangers of retribution, educators face a climate that is often hostile to any attempts to foster an appreciation of racial/religious difference, critical and independent thinking, and resistance. How do the war and all its effects on race/class/gender/religious relations domestically and abroad force a reconceptualization of the purposes and goals of, and constraints on, education? What does it mean to prepare and empower educators to teach towards social justice in times of war?

This small, collegial event gathers teacher educators and advocates from throughout the United States and the world working towards social justice. The participants, while diverse in perspectives and experiences, share many commitments and priorities, and the sessions on the conference program afford us all-too-rare opportunities to exchange ideas, develop resources, build networks, and explore possibilities for new directions in teacher education. Hands-on workshops, paper presentations, and panel discussions fill the schedule.

Some notes:

- Please read the program carefully--it has gone through several changes in the past few weeks.
- Please wear your Conference Badge at all times.
- Please do not use audio or visual recording devices without permission from the conference organizer and the people you wish to record.
- Please be mindful that this conference addresses controversial issues, that participants will express various perspectives, and that one goal of this conference is to engage respectfully with these differences. Please help to make this conference welcoming, safe, and meaningful for everyone involved.
- If you have concerns or need assistance, please come to the Registration Table.

I hope you share my excitement in what lies ahead of us today, and I look forward to meeting you and strengthening our abilities to build a truly liberating movement.

With best wishes,

Kevin K. Kumashiro, Ph.D.  
Director, Center for Anti-Oppressive Education



## Acknowledgments

- Nate Moore, Erin Donabedian, and the staff of the San Francisco Airport Marriott Hotel.
- Joy Lei, Mark Chien, Cindy Yeh, Dominique Johnson, Aileen Cruz, and the many individuals who supported this conference with advice, resources, contacts, publicity, and other forms of assistance.
- All the presenters and participants. Thanks to all of you for making this event possible!

## TEACHING IN TIMES OF WAR (Bayside 3)

Two of the most progressive and prominent thinkers, educators, and leaders from a range of activist movements in the United States will discuss how current political contexts are requiring a fundamental rethinking of what it means to prepare public school teachers to teach towards social justice. Opening remarks by *Kevin K. Kumashiro*.



**Etta Ruth Hollins**, Professor and Chair of Teacher Education, University of Southern California. Dr. Hollins is a leading scholar on preparing teachers for culturally diverse populations. Her books include *Culture in School Learning*, *Transforming Curriculum for a Culturally Diverse Society*, *Teaching Diverse Populations*, *Preparing Teachers for Cultural Diversity*, *Pathways to Success in School*, and *Ethnic and Racial Identity in School Practices*. Dr. Hollins was Vice President of AERA's Division G, Social Contexts of Education.



**Peter McLaren**, Professor of Education, University of California, Los Angeles. Dr. McLaren is a leading scholar on critical pedagogy, multicultural education, critical ethnography, and critical theory. His recent books include *Revolutionary Multiculturalism; Che Guevara, Paulo Freire, and the Pedagogy of Revolution; Marxism Against Postmodernism in Educational Theory*; and *Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education*, now in its fourth edition. Dr. McLaren is the inaugural recipient of the Paulo Freire Social Justice Award presented by Chapman University in 2002.

## BREAKOUT SESSION #1

10:45-12:15

### 1.1 WORKSHOP: Building Empathy in a Time of War (Bayside 1)

Using techniques from the dramatic arts, participants will engage in activities that promote empathy toward the human condition during war. Participants will learn how to guide students in expressing and analyzing their cognitive and emotional responses to war through role-playing, writing, and discussion. *Eugenie Chan and Annie Elias, Marin Academy*

### 1.2 WORKSHOP: Disrupting Oppression in and as a Consequence of Science: Ideas for Teacher Educators and Science Teachers (Bayside 2)

Drawing from historical incidents and generating conversation about objectivity and voice, participants will explore ways to integrate issues such as gender, race, globalization, and war into a high school science or teacher education program. Participants will experience activities that address the potentially oppressive or liberating nature of science. *Thomas M. Philip, University of California, Berkeley*

### 1.3 PAPER PRESENTATIONS: THINKING GLOBALLY (Bayside 3)

#### Exploring Alternative Paradigms for Understanding the Post-9/11 Multicultural Classroom

In this paper, I begin by questioning the artificial divides we have created as: pre and post 9-11; The West and the Rest; Us versus Them. Why do we see the world in terms of evolutionary linear progression in which the United States provides the roadmap for the rest of the world? In this paper I use the work of Charles Mills (*The Racial Contract*) and Vine deLoria (*God is Red*) to explore two alternative paradigms that could help us shift the way we look at the world. *Leny Mendoza Strobel, Sonoma State University*

#### Pedagogies of Presence: Resisting the Violence of Erasure

Hegemonic understandings of war fail to recognise the historical consistencies, persistence and immediacy of imperial violences and occupations. This paper encourages pedagogies of presence that contest the boundaries demarcating "times of war" from "times of peace," thereby resisting the erasures enforced through willful denials of the contiguities of west/east, north/south, dominance/subordination, and visible/invisible. *Fairn Herising and Proma Tagore, University of Victoria, Canada*

#### When Cosmopolitan Teachers Meet Patriotic Students

In the face of the terror of terrorism and the war against terrorism, many educators are eager to transform nation-state based civic or citizenship education into a cosmopolitan educational venture. Yet, the rising tide of patriotism often overshadows or even undermines cosmopolitan educational endeavors. In this paper, I inquire into the promises and predicaments of integrating cosmopolitanism into civic education in an age of uncertainty. *Huey-li Li, University of Akron*

#### What Do Free Trade, Race Fear, and War All Have in Common? What Teachers Can Do in Their Classrooms to Respond to the Neoliberal Challenge

This presentation explores how race and race fear have been used as a smokescreen while a small group of "free market capitalists" wrested away the democracy from the American public, how this same group of conservatives is using war as a strategy to maintain and extend control over the democracy, how progressives have unwittingly played into the hands of those elites, what can be done now, in schools, to reverse this process, and the larger role of education in promoting a more "participatory" democracy. *Greg Tanaka, Pacific Oaks College*

### 2.1 WORKSHOP: What's Math Got to Do With It?: How to Talk About War and Peace in a Mathematics Class (Bayside 2)

Although mathematics is a discipline that purports to teach logical analysis and critical thinking, it is not easy to apply these skills directly to social issues--in particular the contemporary "war on terrorism"--directly in the classroom. The author will share lessons she has developed to do just this in both elementary and advanced mathematics classes.  
*Bonnie Shulman, Bates College*

### 2.2 PAPER PRESENTATIONS: INTERVENING POLICY (Bayside 3)

#### **Building an Alliance: Empowering Educators through Leadership In and Out of School**

This paper presents lessons learned in forming and developing the on-going Alliance for Academic Freedom to support Albuquerque educators disciplined for balanced school discussions of the U.S. invasion of Iraq. This paper addresses the issue of who and what is made acceptable and marginal in schools during times of war and argues that empowering educators to teach toward social justice requires leadership within and without the school system. *Eric Haas, Arizona State University; Janice Hart, Technical Vocational Institute*

#### **Manchester Model for Transformative Teaching and Learning**

The Manchester Model proposes to redirect traditional undergraduate teacher education towards curricula of philosophy, psychology, theology, literature, arts, peace studies, and conflict transformation. The model addresses the questions of why and how we have schooling as it pursues equality and socioeconomic justice for those disenfranchised by education under American schools. *Lindan B. Hill, Manchester College*

#### **School Accountability Policies: Ideological Ground for Repression and Militarism in a Post-9/11 World**

Using a Gramscian political economic analysis, the paper examines the crisis of legitimacy of disciplinary neo-liberalism and the beginning of a global democratic counter-hegemonic bloc as the context for post-9/11 repression and War on Terrorism. Chicago school policy demonstrates how education accountability and surveillance produce ideological and material support for the repression of civil liberties and militarization in this context. *Pauline Lipman, DePaul University*

#### **Terrorism and the Surveillance Economy of American Schooling**

Two events from recent history--the 1999 Columbine shootings and September 11th--have greatly impacted the ways that safety is conceptualized in the classroom. This paper maps out the various technologies, discourses, ideologies, and procedures that inform how teachers, administrators, students, and parents view safety in a post-Columbine and post-9/11 world. *Tyson Lewis, University of California, Los Angeles*

*Consider grabbing a quick and yummy  
lunch at the kiosk in the hotel lobby*

### 3.1 WORKSHOP: Military vs. Social Spending: Teaching Kids the True Cost of War (Bayside 1)

Activist/educator Roni Krouzman and African American student peace activist Lea Vonk will lead participants through an engaging, interactive lesson designed to help kids understand the trade-offs between military and social spending. Roni has facilitated this workshop with 1000 students across the United States, and will pass on concrete teaching techniques. *Roni Krouzman and Lea Vonk, Next Generation*

### 3.2 WORKSHOP: Traversing the Labyrinth of Religious Diversity in Multicultural Education: Demystifying the Complex with Activities and Projects (Bayside 2)

This workshop will simulate the activities and projects that the author has used when teaching pre-service teachers about religious diversity. Participants will engage in interactive activities and discuss their importance in developing student awareness and sensitivity. Teaching materials and resources that promote student understanding will be distributed. *Pamela A. Taylor, Seattle University*

**3.3 PAPER PRESENTATIONS: RETHINKING PEDAGOGY (Bayside 3)****Pedagogy of Silence: The Stifling of Teacher Voice in Public Schools**

This paper will briefly address the absence of teacher voice within the broader educational system. It will primarily focus on the ways administrators silence teachers, the institutional structures that allow such silencing, and the subsequent challenges to teachers in serving as active agents of social justice. *Donyell L. Roseboro, University of North Carolina, Greensboro*

**Strategy, Subversion, and the State(s) of Emergency: Toward an Abject Pedagogy**

In this paper, the author discusses pedagogy and strategy within the current climate of education. Deploying Lacanian psychoanalysis in a critique of standardized knowledge, the author develops a theory of "abject pedagogy" that seeks to subvert the current "regimes of truth" while providing educators with a viable pedagogy. *Kyungwon Daniel Cho, University of California, Los Angeles*

**Unveiling Discourse: A Cry for Transformative Liberatory Education and Social Justice**

The rhetoric of American nationalism is founded in hegemonic ideology that silences counter-hegemonic dialogue for social justice, educator voice, and preparedness. Existing educational systems and practices perpetuate the hidden curriculum and dominant power structures. The antidote is found in the dialectic or problem-posting praxis that promotes democratic liberatory practice and pedagogic freedom of voice in education. *Bonita Lara Lee, University of North Carolina, Greensboro*

**4.1 WORKSHOP: Safety, Healing, and Community in Times of War (Bayside 1)**

Since 9/11, San Francisco Women Against Rape (SFWAR) has expanded its education work, based in anti-oppression and human rights frameworks, to focus on the intersections of interpersonal and state violence and promote strategies for increasing individual and community safety and healing. In this workshop, staff from SFWAR will describe its work and demonstrate aspects of an actual workshop. *Janine Grantham, Janet Arelis Quezada, and Lisa Fujie Parks, SFWAR*

**4.2 WORKSHOP: Raising Awareness and Building Community through Teacher-Led Study Groups (Bayside 2)**

Teachers for Social Justice (T4SJ) has developed a model of professional development called Study Groups, in which classroom teachers investigate various topics through research and personal experience. Topics have included racism in classrooms, resistance to high-stakes testing, and discipline within a social-justice framework. This workshop will present the concept and model of the Study Group, and will take participants through a variety of activities and strategies. *Karen Zapata and Members of T4SJ*

**4.3 PANEL DISCUSSION: Recruiting and Retaining Diverse Populations in Teacher Education Programs (Bayside 3)**

The increasing racial diversity of the U.S. student population has not been mirrored in the teaching profession. Contemporary educational reforms at the federal level and the state level in California are making even more difficult a change in the recruitment and retainment of diverse populations of teacher candidates and teachers, especially when being and becoming "highly qualified" teachers are prescribed in problematic ways. This panel will discuss these challenges and some approaches to recruitment and retention that have already proven successful. *Ann Berlak, San Francisco State University (chair); Kitty Kelly Epstein, Holy Names College; Steven K. Lee, Alliant International University*

*Fabulous door prizes will be awarded  
after the opening and closing sessions!*

**5.1 PANEL DISCUSSION: Learning from Student Activists (Bayside 2)**

A diverse panel of students from public and private high schools in Northern California shares their experiences engaging in various forms of activism for social justice. They will share their thoughts on bridging academics with social action, and on the role teachers can play in supporting their learning. Their teachers will share their own experiences serving as mentors and consultants. *Moderated by Mark Stefanski, Marin Academy*

**5.2 PANEL DISCUSSION: The Impact of Federal and State Policy on Teacher Education Programs: Examples from California (Bayside 3)**

Faculty members from teacher-education programs at various campuses of the California State University share their perspectives on and experiences with federal policy (No Child Left Behind) and state policy (especially A.B.2042) and their impact on teacher education in California. They will discuss ways that these policies are hindering efforts to prepare teachers to teach towards social justice, and innovative ways that programs are responding. *Roberta Ahlquist, CSU-San Jose; Virginia Lea, CSU-Sonoma; Patricia Whang, CSU-Monterey Bay*

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**Post-Conference Notes**

- Continue the conversation over dinner by heading with other conference participants to some of the fantastic restaurants and hotspots throughout the San Francisco bay area. The hotel's concierge desk can assist with transportation and reservations.
- Consider scheduling a workshop for your school or university on anti-oppressive education for Spring 2004. Contact the director of CAOIE (kumashiro@antioppressiveeducation.org) for more information.
- Join the CAOIE e-mail announcement list and be the first to see the forthcoming call for proposals for the second annual International Conference on Teacher Education and Social Justice, Summer 2004.

Thank you very much for helping to make possible a great conference!

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