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<tr>
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<td>Maria Szasz, Dr. Sarita Cargas</td>
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<td>1-1:15</td>
<td><strong>“Pedagogy of the Pissed”: Teaching Social Justice in a New Era of Anger Mismanagement</strong> by Dr. Jesse Alemán</td>
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<td>1:30-2:25</td>
<td><strong>Respecting Freedom of Speech: It’s ok to Disagree,</strong></td>
<td><strong>Biting Back,</strong></td>
<td><strong>Why Student Support Matters: Social Change and the Modern Learning Center,</strong></td>
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<td>2:30-3:30</td>
<td><strong>Building a Call to Action:</strong></td>
<td><strong>Asset Mapping: Discussion and Workshop,</strong></td>
<td><strong>How Do You Engage in Critical Discussions About the Status Quo in Race and Pedagogy,</strong></td>
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<td>Social Construction of Knowledge and Concientization in #Blacklivesmatter,</td>
<td>Alden Reviere &amp; Jessica Avila</td>
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Success in the Classroom: Teaching and Social Justice 2017

Presentation Abstracts

10:00-10:55 am

Toward a More Socially Just Humanistic Praxis,
Thomas Anthony Chavez & Dr. Matthew Lemberger-Truelove

The term “social justice” has been applied ubiquitously in academic spheres and its usage in daily language is growing more so in the general population. However, it may often be misconceptualized, thought of in “either/or” terms. This presentation will address philosophical limitations, the humanistic basis of social justice, and further explore the question “What is social justice?” Introduced will be a metamodern philosophy to understanding the concept of social justice. In part, the presenters will explore the dialectical process between self and other or the individual and the collective, specifically in the context of providing service to or working with oppressed or marginalized individuals, groups, or communities. Finally, the presenters will propose specific elements of a more socially just humanistic praxis.

Teaching Social Justice with Writing Assignments,
Will Barnes, Emma Mincks, David Puthoff, Vincent Basso, and Amy Gore

First, Will Barnes offers active learning approaches in the writing classroom in ways that are easily transferable to other humanities classrooms. Next, Emma Mincks will discuss ways in which to address the implicit biases we all carry and to explore the positionality these biases create through reading and writing assignments. David Puthoff offers models for how to teach poster and banner making in the writing classroom. He introduces a few “radical” texts that help students think outside the box, as well as touching on optional texts that pair well with these genres and may be incorporated into larger sequences. Vincent Basso discusses the problem of both expressed and hidden bigotries in the classroom. He considers a research and writing sequence on a particular social issue of importance to the student in which they are charged with analyzing the intellectual and social history of a particular idea, e.g. racism, Native American sovereignty, women’s rights, etc. Lastly, Amy Gore will share from her experiences in linking her classroom and assignments to student experiences with local non-profit organizations.
**U.S. Global Diversity and Inclusion: UNM’s New Undergraduate Requirement,**
Dr. Robin Starr Minthorn, Dr. Pisarn Bee Chamcharatsri, Ana Alonso-Minutti, and Leola Tsinnajinnie-Paquin

The Diversity Council Curriculum Subcommittee will identify courses that currently meet or could be modified to address the diversity curriculum requirement (learning objectives, criteria, etc.). In this session, we will explain what the diversity curriculum requirement is, the criteria required, the process to submit their information and syllabus, and answer any questions. The goal is to identify more courses that may already meet the requirement or being close enough to be modified to fulfill the criteria.

11:00-11:55pm

**Addressing Race and Racial Privilege in the Classroom,**
Bethany Davila & Kyle Fiore

This panel offers classroom activities and assignments to help students have open and critical conversations about race and racial privilege in our country. The materials we will present and share were designed for writing and rhetoric classes, but could easily be adapted for other subjects. The panel will allow for both questions about the materials and for those in attendance to share their own successful approaches to addressing these difficult topics with students.

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Speaker 1 will share a lesson designed around Peggy McIntosh’s article “White Privilege: Unpacking the Invisible Knapsack.” The lesson asks students to complete an identity inventory in which they identify aspects of their identity that afford them privilege and aspects that do not. Then, students read and discuss the article and update it for their own areas of privilege. Finally, students discuss why it is important to recognize and challenge unearned privilege.

Speaker 2 will present the results of a lesson using the technique called Big Paper. The exercise provides students a way to confront difficult topics through collaborative writing. Students read an essay such as “Looking at Emmet Till” by John Edger Wideman. They are then asked to hold silent conversations in dyads or triads by writing their reactions to a piece of text or a photo related to the reading on large pieces of paper. Still silent, they read and respond to the conversations on other Big Papers. Finally, they reflect on their thoughts and responses together through a whole class discussion or gallery walk.
**Pedagogy to Engage Students in Social Justice,**
Dr. Dawn Stracener, Dr. Marygold Walsh-Dilley, Dr. Myrriah Gomez, Dr. Maria Szasz, & Dr. Sarita Cargas

Five Honors College faculty will share their different approaches for teaching social justice (SJ). Dr. Dawn Stracener will present on teaching social justice using a scaffolding approach when engaging students new to social justice oriented texts. Dr. Marygold Walsh-Dilley will explain how she uses feminist pedagogy to democratize the classroom. Dr. Myrriah Gomez will discuss the use of oral history in student work for teaching for social justice. Dr. Maria Szasz will explain how she makes use of comedy in teaching social justice through the book, *How to Make White People Laugh*. And Dr. Sarita Cargas will share techniques for foregrounding controversy to teach critical thinking about social justice.

**Universities as Sanctuaries for Undocumented Students,**
Maryam Ahranjani & Irene Vasquez

This panel will explore the national and local movements to create safe and supportive environments for undocumented students on their campuses of higher education. What is a “sanctuary” university? What efforts are currently underway in New Mexico? What legal questions surround the designation, both in terms of students’ rights and universities’ obligations?

1:30-2:25pm

**Respecting Freedom of Speech: It’s ok to Disagree,**
Cash Clifton

"Scorched Earth Politics" was a common theme during the 2016 Presidential Election, resulting in what some would describe as erosion of the fundamental right to Freedom of Speech. This proposed session is a discussion panel on the merits and necessity of respecting Freedom of Speech and how to do so in a constructive and collaborative way within different settings. Topics will include: active listening, emotional verses factual arguments, and the impact of social media on Freedom of Speech. The presentation will work to resolve resentments and frustrations with the shaping of Freedom of Speech in today's society. In doing so the atmosphere of the workshop and discussion will be to promote a culture of peace among all participants in hopes that it will spread beyond the conference walls."
Biting Back,
Eckhardt, A., Trott, A., Hamill, C., Sanchez-Saenz, E., & Chavez, T.

Society teaches women that worth is based on appearance. Many women have been instructed to smile more, asked if they are feeling well when not wearing make-up or criticized for their clothing choices. This overvaluation can negatively impact a woman’s body image and self-esteem. Ultimately, these slights and invalidations (microaggressions) over time can contribute to a higher incidences of image-related disorders (such as body dysmorphia and eating disorders) as well as debilitating symptoms of trauma.

Despite the devastating consequences such valuations can have, these topics are seldom discussed. Considering the current socio-political climate such discussions or dialogues are even more critical. Women who bring them up are often considered to be too extreme or easily offended. In this presentation, the facilitators will provide a brief historical background on the topic and current concerns with the representation of women in various media outlets. Furthermore, our goal is to support students and faculty in modeling structured dialogue versus continued practices of endless debate as a learning strategy while creating a safe space in which attendees can share their stories without judgement.

Why Student Support Matter: Social Change and the Modern Learning Center,
Kathryn Denton & Callie French

Learning centers have a history rooted in social justice. As education became increasingly accessible to a more diverse student population, support systems like the learning center were an incumbent contributor to student success. The learning centers have since expanded their scope from sites of remediation to become spaces dedicated to honoring difference by creating a safe and inclusive environment in which students of different backgrounds are welcome, including differences in culture, race, class, ethnicity, gender, sexual orientation, linguistic, dialectic and educational backgrounds.

This presentation will outline the history of the learning center’s place within higher education and explore its status within the current educational landscape in order to highlight the systemic inequalities students face and the strides practitioners are taking towards promoting the learning center as a space of social justice.

The presenters will trace two threads of learning center work: how STEM and writing support contribute to student success in higher education. In discussing each program’s mission, pedagogy, and tutor training, the presenters will introduce participants to the nuanced ways in which learning center practitioners are working as agents of social justice within the campus community.
From Not Getting Sued to Making Education Accessible: Language Matters In Classroom Accessibility Policies,
Julie Williams

Classroom accessibility policies often consist of legalistic language passed down from department handbooks designed to protect professors, departments, and the university from legal disputes. This presentation is designed to motivate educators to move beyond legal requirements to think about the purpose of accommodations, consider their personal philosophy on inclusivity, and develop strategies to incorporate Universal Design techniques into their classroom to make learning more accessible for all.

2:30-3:30pm

Building a Call to Action: Social Construction of Knowledge and Concientization in #BlackLivesMatter,
Damien Sanchez

#Blacklivesmatter has used Twitter to embody forms of digital protest, share news and updates, and organize protesters to physical locations (Sánchez, 2016). Much has been written about these activities from a qualitative standpoint but there is a gap in the research when it comes to aggregating the tweets of all of the people who are contributing to #Blacklivesmatter. This study seeks to close this gap by employing learning analytics as part of a mixed methods study to analyze tweets associated with the death of Freddie Gray in Baltimore during the Spring of 2015 and the subsequent protests. This study is specifically interested in assessing whether Social Construction of Knowledge occurs within #Blacklivesmatter using the IAM (Gunawardena, Lowe, & Anderson, 1997) and whether Concientization (Freire, 1970) occurs within #Blacklivesmatter. Qualitative coding will be conducted to assess these constructs. Next code counts will be used to build a model via learning analytics that associates Social Construction of Knowledge and Concientization with different types of Social Action which is defined as efforts to control, combat, or destroy an opponent’s power over a marginalized group. Initial results indicate that people who are contributing to #Blacklivesmatter are indeed constructing knowledge online as they organize digital and face-to-face protests and enhancing their awareness of social realities surrounding issues of class and racism as well as taking tangible actions to remedy social situations.

Asset Mapping: Discussion and Workshop,
Alden Reviere & Jessica Avila

A large determinate of justice is perception. When populations are placed at an “at-risk” status, there are deficits caused by not only the material deficit, but also the perception of being “at risk”. These stereotypes affect all aspects of life including by not limited to confidence, drive,
and goal setting. They can lower personal expectations because society expects less of them. This stereotyping injustice captures people in a downward spiral of low society expectation then low personal expectation leading to lower performance resulting in even lower society expectation. This type of downward spiral injustice is something that few overcome. However through asset mapping, an “at risk” population can be given the vision to see the resources currently available to them thus raising their personal expectations and flipping the direction of the spiraling trend.

*How do you engage in critical discussions about the status quo in race and pedagogy? What are your fears about discussing race, power and social-structural social inequality in the classroom?*

Dr. Kiran Katira, Dr. Shiv Desai, Dr. Ricky Lee Allen, Leola Tsinnajinnie-Paquin, and Mia Sosa-Provencio

This workshop will encourage dialogue and approaches on how to engage in critical discussions of race, power, intersections of colonialism, and social-structural social inequality in the classroom. Participants will hear from panelists from interdisciplinary backgrounds who work on a daily basis to address issues of race and infuse this in their pedagogy in the classroom.