



Social Justice & Equity Symposium

The Symposium is sponsored by the Social Justice and Equity Project, which promotes academic excellence by advancing social justice and equity through mutually beneficial collaboration among university and community constituencies.
www.csusm.edu/sjep/index.html

SYMPOSIUM AGENDA

8:30 – 9:00	Welcome
9:00 – 10:00	Keynote
10:00 – 10:15	Break
10:15 – 11:30	Session 1
11:30 – 12:30	Lunch
12:45 – 2:00	Session 2
2:00 – 2:15	Break
2:15 – 3:30	Session 3
3:30 – 4:00	Closing

* Some of the sessions are sponsored by the Hansen Endowment. The Hansen Endowment was established by Mr. Victor Hansen in honor of his wife, Virginia. Virginia was first and foremost a teacher of children through and through. During her professional life, she recognized the power of partnership between schools and teacher preparation programs. The Endowment Fund, established in 1998, is used by the College of Education to sponsor symposiums to share educational best practices.

8:30 – 9:00 am SYMPOSIUM WELCOME
ARTS 240

Sage Blessing by Mel Vernon
San Luis Rey Band of Mission Indians
Dr. Karen Haynes, CSUSM President
Dr. Emily Cutrer, CSUSM Provost
Dr. Annette Daoud, College of Education

9:00 – 10:00 am KEYNOTE SPEAKER
ARTS 240

Stacy D. Bernaugh
 Founder and CEO of the Greenhouse Communication Initiative

Stacy D. Bernaugh is dedicated to developing and improving the writing, performance, communication, and leadership skills of all people. As a public intellectual taking action against social injustice and increasing cultural competence in education, Bernaugh has worked with teachers, administrators and community leaders for the past 10 years to improve the social and political lives of all marginalized groups.
<http://greenhousecommunication.org/GCIHome.html>

10:15 – 11:30 am BREAK-OUT SESSION 1

KEYNOTE DEBRIEFING SESSION
ARTS 240

Debrief with *Stacy Bernaugh* about performance as a tool to take action against social injustice.

GROUP SELECTION AND ITS ROLE IN BUILDING SOCIAL EQUITY*
UH 440

John Franey
 A teacher's process for selecting groups in a classroom can play a fundamental role in helping students to grow accustomed to working together to build social equity. By implementing a multifaceted approach to group selection, teachers can help students learn how to work with kids outside of their own culture or social group.

FEED THE ORPHANS
UH 441

Alexander Hoang, A.S.I
 'Feed the Orphans' is a community effort seeking non-profit status that has adopted two orphanages in rural Vietnam, to help raise nearly 100 children from the ages of 3 months to 18 years. The organization follows the physical, emotional, and spiritual development of these children with the help of their caretakers.

CHILDREN'S LITERATURE: AN EARLY CHILDHOOD PERSPECTIVE ON SOCIAL JUSTICE*
UH 442

Francesca Gallozzi, M.A., Director of Center for Children and Families

Quality early childhood programs provide a venue for young children to wrestle "in age-appropriate ways" with social justice and equity concepts through literature. Symposium participants will have an opportunity to look at examples of contemporary children's literature and consider how they might be utilized in the teaching of social justice topics.

11:30 am – 12:30 pm LUNCH
Spoken Word by Phil Jerge, Adam Turner & Ant Black & Calpulli Omeyocan Dancers
University Hall Patio (2nd Floor)

12:45 – 2:00 pm BREAK-OUT SESSION 2

PHYSICS OUTREACH TO UNDERREPRESENTED GROUPS
UH 439

Stephen Tsui, Michael Burin, Ed Price, Charles De Leone, and the Society of Physics Students Physics Department, CSUSM
 Increasing diversity has been a long standing goal in physics, where the percentage of minority U.S. citizens earning physics bachelor's degrees in this country is a mere 14%. In an effort to bring professional awareness to the youth in our community, the Physics Department and the CSUSM Chapter of the Society of Physics Students are developing an outreach program to inspire young students, including those of underrepresented groups, to pursue a career in the physical sciences,

with CSUSM being a viable institution to earn their degrees.

NORTH COUNTY PLAY INTEGRATED THEMATIC UNIT*

UH 440

Derek Heid, John Luzzi, Fernando Vega & Arcela Nunez-Alvarez

Learn how to use the North County Play in an integrated thematic unit for high school.

ESCONDIDO HUMAN RIGHTS COMMITTEE: ORGANIZING FOR THE DIGNITY & RESPECT OF IMMIGRANTS

UH 441

Consuelo Martinez (CSUSM student) & Nidya Ramirez (community member)-both members of Escondido Human Rights Committee

During the presentation we will speak about the history of human rights abuses of immigrants in North County San Diego, particularly in Escondido and the present struggles that our community continues to face. A main focus of the presentation will be the role that the Escondido Human Rights Committee, a grassroots organization, has played in organizing members of the community to educate, inform, and demand justice in Escondido.

CONNECTING SCHOOLS & THEIR STUDENTS*

UH 442

Zaira Saldivar, Edgar Machado, Jose Fabian, Rosalinda Filares, & Gabriel Lopez, Hidden Valley Middle School Students & their teacher, Mae Chaplin.

8th grade students share what they feel make teachers and schools welcoming and beneficial.

CALLING RACISM OUT, BUILDING SUPPORT FOR ANTI-RACISM

UH 443

Stephanie Ackroyd, Tommy Devers, Casey Evans, Whitney Firth, Lucia Gordon, Todd Newkirk, Herminia Ramirez, Students; and Dreama Moon, Professor of Communication

After a class that increases social justice awareness and sparks commitment to anti-racism and social justice, what challenges do students face as they strive to implement this new commitment to equity? Drawing on their transitional experiences of becoming anti-racist students will share challenges

that they experience outside of the supportive “race class” and offer strategies that instructors and students might use for building climates of support for anti-racism and other forms of social justice advocacy.

WHAT’S YOUR FACEBOOK STATUS?

UH 444

Sara Sheikh, Associate Director, Student Life & Leadership – Multicultural Programs; Rodger D’Andréas, Director, Associated Students Inc. – LGBTQ Pride Center

Facebook serves as a social indicator of students’ world perspectives, including their areas of interest and passion, and knowledge of their community and its members. This online networking tool informs a new pedagogy of social justice education that transforms students’ understanding of social justice from an impersonal third-person perspective toward intimate relationships to systems of in-equity.

2:15 – 3:30 pm BREAK-OUT SESSION 3

WALKING THE TALK? DIVERSITY AND THE CSUSM FIRST-YEAR EXPERIENCE

UH 439

Peter Zwick & Kimber Quinney

Is CSUSM successfully delivering upon its commitment to diversity in the courses that provide foundation for a student’s undergraduate experience – our first-year courses? The presentation will discuss a committee’s findings and the steps that need to be taken to ensure that diversity is a core dimension of our student’s first year experience.

OPPORTUNITY RECOGNITION: RE-VISIONING SOCIAL JUSTICE AND EQUITY*

UH 440

Erika Daniels & Lorri J. Santamaría, College of Ed.

In this interactive session, presenters will share their experiences as they relate to creating personal and professional “spaces” that foster socially just and equitable practices. Participants will learn and practice *opportunity recognition* in terms of applying social justice and equity to life and human experiences every day. Participants will identify ways in which they can influence their environments more purposefully, resulting in more socially just and

equitable outcomes for the people with whom they interact on a daily basis.

REFLECTING CONVERSATIONS

UH 442

Delores Lindsey, Assistant Prof, College of Ed.

Please join us for a facilitated conversation on your learning experience from the Symposium.

Participants will also provide feedback and input to Symposium planners for the next Symposium.

STORIES OF STUDENT ACTIVISM

UH 443

Arcela Nunez-Alvarez, Research Director of the National Latino Research Center; Omar Canseco, Oaxacan Student Organization; Gricelda Alva, Espiritu de Nuestro Futuro; Herminia Ramirez and Consuelo Martínez, Women’s Studies Student Association; Samuel Fernandez, Calpulli Omeyocan & Isabel Rocha, MEChA

A group of CSUSM undergraduate students will share their personal and collective experiences and stories of activism and advocacy. Students will reflect on their roles and experiences as advocates as they address educational equity and social justice at CSUSM and in their local communities. Their stories are part of a participatory action research conducted in collaboration with the National Latino Research Center to enhance the understanding of the diverse roles and contributions of students in higher education.

ALL PEOPLE, ALL ANIMALS, THE EARTH ITSELF: THE MODERN SOCIAL JUSTICE CLASSROOM*

UH 444

Kai Gehlsen, Amira Manderson, Alex Bernatz, Tara DeGaetano, Joelle Vann, Laura Emmerson, La Costa Canyon High School Students & their teacher Christopher Greenslate

This student led workshop will let you experience how this group approaches social justice issues in a public high school setting.

3:30 – 4:00 pm SYMPOSIUM CLOSING

**Garry Rolison & Annette Daoud
Arts 240**