

Crowd Source Activity
UMOJA SLI 2018 – 13 June 2018
Group 2

How do we infuse cultural identity and pride into our programs & classrooms?

Ideas/Practices/Actions

- **Diversity the Syllabus**
 - Shake up the readings; diversify the writers
 - Karen Redwine, Palo Verde College: Assigns psychology journal articles by multicultural researchers
- **Use of Pop Culture**
 - “Do It for the A” – a take on a social media challenge; appropriate pop culture movements they enjoy
 - Use quotes from hip hop to describe the grind of educational work (Mr. Roberson, Pierce College)
- **Re-Appropriate Math**
 - White instructor needs to unlearn and backfill RE: black mathematicians and the origin of mathematics in Africa
 - Watch TED Talk: [“The Fractals at the Heart of African Designs”](#)
 - Athletic counselor at Pierce: Be aware of the potential risks of using stereotypes (black athletes know sports stats); avoid stigmatizing – be meaningful, intentional, and deliberate
 - Watch [“Rehumanizing Mathematics: A Vision for the Future”](#) by Rochelle Gutiérrez
- **Incorporate the Personal**
 - Risk looking into and discussing the past (Chaffey College)
 - Use the Sankofa principle, for both the individual and the collective, to look back and move forward (Prof. Marshall from Consumnes River College)
 - Looking at the stories of our names; everyday names (West African principle) and the names from our parents; spiritual aspect of names
 - What do we learn from them? How can we be humble? How do we grow into our cultural in front of them, so they can grow that confidence as well?
 - Essay Prompt: Am I African or am I African American?
 - Where are we in our cultural identity? We have to do the same work (Consumnes River College)
- **Rites of Passage** (from Mother Warrior)
 - Take students through a process; do not focus only on the outcome passage
 - Create safe environments to reflect on where you are in the process
 - A facilitator came who was grounded in West African spiritual practices > the guide should be expert and intentional
 - Explain the rites, beginning to end, the hurts and loves and desires
 - How you come into knowing and being is rooted in your heritage?
 - Where's your compass?
 - “Who loved you into being?” (Fred Rogers quote)
 - Could be a written piece – wrote a 15-page paper in a psychology class

- So many of us grow up without Rites of Passage, or they are negative (incarceration), so we need those (Mr. Roberson, Pierce College Athletic Counselor)

Collateral Questions

Q: Do we need to do this in every school? (asks Erin, San Diego City College)

- Cuyamaca: The small percentage of students are supportive / prioritized / majoritized
- Identify what “cultural” means, acknowledge what we have and what we can do?
- Stephanie from LA Southwest: 1st year coming – we already “are” UMOJA
 - Students feel they know what it means to be black (fatigued by topic)
 - So they’re going local – looking at geographical names and looking into the historical figures they identify
- From Antelope Valley College: incorporated different students services into the Hispanic Heritage Celebration, including UMOJA and Afro-Latino influences

Q: How to create counselor/instructor boundaries? (asks Tracy, Foothill College)

- Robeson (Pierce) recommends clear syllabus, following the rules, encourage consequences, and give the harsh lessons with love
 - Do not let students manipulate the classroom – this does not prepare them to be successful in the world
 - Don’t get in the way of their learning process (some must fail)
 - Create consistency.

Q: How to address the cultural pushback of the family? (asks Tracy, Foothill College)

- Family may expect students to miss school for other obligations
 - Students need to create boundaries
 - Equip them with the language that prioritizes their position as a student in the family
 - Ask to talk with their parents – some need to hear from the authority
 - Invite the parents to orientation or to counselor appointments (Dominique, Chaffey, and Mother Warrior)

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