

11-6-2004

# Paula Rothenberg: And Justice for All: Social Justice Teaching and A Curriculum of Inclusion (2004)

Paula S. Rothenberg

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Seventh Annual  
Multi-Cultural Conference  
and Curriculum Resource Fair



NOVEMBER 6, 2004

Theme:

Challenging Re-segregation:  
50 Years after Brown vs. Board of Education

Keynote Speaker:

**Dr. Paula Rothenberg**

Director, the New Jersey Project  
on Inclusive Scholarship, Curriculum and Pedagogy  
William Paterson University

R H O D E  
I S L A N D  
C O L L E G E

Organized by  
The Dialogue on Diversity Committee

<http://www.ric.edu/uap/promisingpractices.html>



November 6, 2004  
RHODE ISLAND COLLEGE

7:45 – 8:30      **REGISTRATION, CURRICULUM RESOURCE FAIR EXHIBITS,  
AND REFRESHMENTS - Donovan Dining Center**

8:40 – 10:00      **SESSION I**

- A.      **“Cold War, Civil Rights: Internationalizing *Brown vs. Board of Education* and Its Legacy.” (MS/HS)**  
*Robert Cvornyek*
- B.      **“Using Email as a Tool to Enhance the Writing Skills of ESL Students” (MS/HS)**  
*Margaret Thombs*
- C.      **“Changing the Culture: How Disability-Related Information and Experiences Can Change College Practices” (CC)**  
*Ann Roccio, Elizabeth Dalton, Pamela Rohland, and Tracy Karasinski*
- D.      **“Is Antibias Education Still Needed 50 Years After *Brown vs. Board of Education* and, If So In What Ways?” (EC/ES)**  
*Elizabeth Henshaw and Elizabeth Rowell*
- E.      **“Teaching the Anthropology of the Arab-Islamic World” (MS/HS)**  
*Carolyn Fluehr-Lobban*
- F.      **“Integrating Latinos into K-12 Curricula” (ES/MS/HS)**  
*Ellen Bigler*
- G.      **“Segregation and Integration/Re-segregation and Diversity Enrichment: How Asian American Students Struggle and Survive in the U.S. School Systems – 50 Years after *Brown vs. Board of Education*” (ES/MS/HS)**  
*Tony Teng*
- H.      **“Remembering the Titans” (MS/HS)**  
*Thomas Lavin*
- I.      **“Project Citizen” (MS/HS)**  
*Susan Burt*
- J.      **“Transculturalism – An Academic Road Map for Peace” (ES/MS/HS/CC)**  
*Aaron Bruce*
- K.      **“Racial Representation in History: How Slavery Could Be Taught” (MS/HS)**  
*Christopher A. Souza and Hanna Resseger*
- L.      **“‘That’s So Gay’: Creating Safe Learning Environments for Increased Academic Achievement of Lesbian, Gay, Bisexual, Transgender, Queer and Questioning (LGBTQQ) Students.” (ES/MS/HS)**  
*Paige Parks*

10:00 – 10:50

CURRICULUM RESOURCE FAIR – PUBLISHERS, ASSOCIATIONS  
AND AGENCY DISPLAYS - Donovan Dining Center

11:00 – 12:20

SESSION II

- A. **“Teaching The Muslim World” (MS/HS)**  
*David Thomas*
- B. **“Content Area Teaching Approaches and Strategies for Middle and High School LEP Students” (MS/HS)**  
*Willis Poole*
- C. **“Racial Profiling” (HS/CC)**  
*Laura Khoury*
- D. **“Interpreting Contemporary African American Art: Audience/Artist ” (MS/HS)**  
*Mary Ball Howkins*
- E. **“Facing and Reducing Prejudice in the Classroom” (ES/MS/HS)**  
*Patricia Medeiros Landurand, Kathleen Severian, and Rachel Moran*
- F. **“I Like Those Other Cultures Now: Teaching Anthropology in High School to Teach Cultural Tolerance” (HS)**  
*Claire Berkowitz*
- G. **“Realizing Brown vs. Board of Education: Exploring the Promise of Universal Design for Learning” (ES/MS/HS)**  
*Maria Lawrence, Mary Knight-McKenna, and Mary Ellen McGuire-Schwartz*
- H. **“Language Variation and Language Attitude: A Sociolinguistic Look at Providence, RI’s Hispanic Dialects ” (ES/MS/HS)**  
*Rosemary Weston-Gill*
- I. **“Behavior Management in Early Childhood Development: A Cultural Perspective” (EC/ES)**  
*Fatima Martins*
- J. **“The Legacy of Jim Crow Education and the Promise of the Brown Decision” (MS/HS)**  
*Michael Browner*
- K. **“Check da’ Technique: Using Rap Music to Bridge Gaps in the Classroom” (MS/HS)**  
*Paul Khalil Saucier*
- L. **“South Asians in North America: Race and Class” (MS/HS)**  
*Amritjit Singh*

12:20 – 2:30

**LUNCH, KEYNOTE SPEECH, AND  
OUTSTANDING EDUCATOR AWARD**  
Donovan Dining Center

**Welcome — Ellen Bigler, Dialogue on Diversity Co-Chair**  
**Greetings — President, John Nazarian**

**Presentation of Outstanding Educator Award – President, John Nazarian**

The Dialogue on Diversity Committee at Rhode Island College is initiating a new award this year designed to honor outstanding K-12 educators who exhibit promising practices in the area of multicultural education. We will honor all nominated teachers, and the award recipient will receive one free graduate course at Rhode Island College to further her/his professional development.

**Keynote Address**

**Introduction to the Speaker — Mustafa Ozcan, Promising Practices Co-Chair**

**Keynote Speaker**

**Dr. Paula Rothenberg: “And Justice for All: Social Justice Teaching and  
A Curriculum of Inclusion”**

2:40 – 3:40

**YOUTH HOUR: VOICES OF STUDENTS**  
**Student Union Ballroom**

*Maria Lawrence and Aaron Bruce*

The Dialogue on Diversity Committee at Rhode Island College is initiating a new panel, dedicated to youth. “Youth Hour: Voices of Students” is an hour-long discussion with youth from high school through college following the luncheon keynote address. It is also dedicated to educators acknowledging and listening to the voices of those they serve. High school and college students will share their thoughts, ideas, and experiences from the critical perspective of learner in a post-Brown vs. Board era. The Dialogue on Diversity Committee invites all conference participants to come and hear what young people have to say. Join us!

EC = Early Childhood

ES = Elementary School

MS = Middle School

HS = High School

CC = College and Community



## WORKSHOP DESCRIPTIONS: SESSION I — 8:40 – 10:00

### A. “Cold War, Civil Rights: Internationalizing *Brown v. Board of Education* and Its Legacy.” (MS/HS)

*Robert Cvornyek*

This workshop provides an alternative to the traditional narrative of the Brown case by placing the Court's decision within a broader international context. The relationship between post-World War II American foreign and domestic policy and the impact of the Cold War on the Civil Rights Movement will be examined through selected primary and secondary sources and curriculum materials designed for the secondary classroom.

### B. “Using Email as a Tool to Enhance the Writing Skills of ESL Students” (ES/MS/HS)

*Margaret M. Thombs*

This session describes the development and implementation of a project in which pre-service teachers serve as writing mentors for ESL students. Students send assignments and receive feedback via email. At the end of the semester, the students produce a collection of their best writing to share with all participants.

### C. “Changing the Culture: How Disability-Related Information and Experiences Can Change College Practices” (CC)

*Ann Roccio, Elizabeth Dalton, Pamela Rohland, and Tracy Karasinski*

The purpose of Changing the Culture is to positively impact the college environment and culture through information seminars, simulations, and exercises that put participants in touch with the realities of living and succeeding as an individual with a disability. Through Changing the Culture, URI, CCRI, and RIC offer seminars for faculty, administrators, staff, and student leaders to become informed Disability Resource Mentors. Our presentation will discuss seminar objectives, examples of outcomes at individual participant and college-wide levels, and examples of broad impact for higher education and the Rhode Island community.

### D. “Is Anti-bias Education Still Needed 50 Years After *Brown vs. Board of Education* and, If So In What Ways?” (EC/ES)

*Elizabeth Henshaw and Elizabeth Rowell*

This interactive session focuses on examining through a multimedia presentation, group activities, and discussion the rationale for expanding the focus of anti-bias education to better meet current societal needs. A variety of ideas and materials will be explored and handouts will be provided so that participants will feel committed and empowered to work on these issues with their students.

### E. “Teaching the Anthropology of the Arab-Islamic World” (MS/HS)

*Carolyn Fluehr-Lobban*

This workshop is designed to introduce K-12 teachers to resources that are accessible for introductory level teaching, as well as providing basic information about the faith of Islam, the global community of Muslims, and the Rhode Island Muslim community. Issues that might be addressed include: 1) Western stereotyping of the Arab and Muslim peoples. 2) The lack of coverage in public education of the Middle East, Islam, Arabs and Muslims. 3) The difficulties of the practice of Islam in America. 4) The Middle East as the cradle of Western civilization.

## **WORKSHOP DESCRIPTIONS: SESSION I — continued**

### **F. “Integrating Latinos into K-12 Curricula” (ES/MS/HS)**

*Ellen Bigler*

“Latinos” have become the nation’s largest minority group. Workshop participants interested in integrating more content on Latinos into the K-12 curriculum will examine and receive an interdisciplinary K-12 curriculum developed by the New York State Education Department that provides background information and lessons on Latinos’ histories, cultures, literature, and contributions. Enrollment is limited to 20 participants.

### **G. “Segregation and Integration/Re-segregation and Diversity Enrichment: How Asian American Students Struggle and Survive in the U.S. School System – 50 Years after Brown vs. Board of Education” (ES/MS/HS)**

*Tony Teng*

The most recent report by the U.S. Census Bureau in June 2004 on the “overall achievements” (i.e. education, salary, professionalism, etc.) of all foreign-born Americans (there are 33.5 million) in 2003 ranks Asian-Americans the highest in the country. Why and how did this happen? This workshop will present a general overview on the subject.

### **H. “Remembering the Titans” (ES/MS)**

*Thomas Lavin*

This program uses the 2000 Denzel Washington film, which depicts the historic struggle to desegregate schools in Alexandria, Virginia. The workshop will focus on the lessons which can be derived from the experiences of the student athletes depicted in the video in the effort to overcome the racial divide which continues to exist in the United States. We will also discuss the pedagogy of using popular videos as stimulus tools in multicultural education.

### **I. “Project Citizen” (MS/HS)**

*Susan Burt*

This workshop is designed to introduce educators and future educators to an exciting portfolio-based project for middle school students. “Project Citizen” is designed to develop students’ commitment to active citizenship and governance by providing not only the knowledge and skills required for effective participation, but also practical experience designed to foster a sense of competence and efficacy. The workshop is ideal for Social Studies and English Language Arts education.

### **J. “Transculturalism – An Academic Road Map for Peace” (MS/HS/CC)**

*Aaron Bruce*

Take a glimpse into the future of diversity. Explore the changing cultural landscape of the American classroom. Learn how students throughout the country are defying race, religion, sexuality, class and every sort of classification known to sociologists and marketers. This workshop focuses on methods to help students and faculty transcend their initial cultural norms.

### **K. “Racial Representation in History: How Slavery Could Be Taught” (ES/MS/HS)**

*Christopher A. Souza and Hanna Resseger*

This project analyzes what is not depicted, what is depicted and how it is depicted in dealing with racial representation in historical imagery and text. The focus will be the American Revolution, slavery, and the complexity of the Louisiana Purchase. The presentation will cover what is commonly seen and will present solutions to these problems in representation.

## WORKSHOP DESCRIPTIONS: SESSION I — continued

### L. “That’s So Gay”: Creating Safe Learning Environments for Increased Academic Achievement of Lesbian, Gay, Bisexual, Transgender, Queer and Questioning (LGBTQQ) Students.” (ES/MS/HS)

*Paige Parks*

“That’s So Gay” is a fun and interactive workshop designed to provide educators with tools and strategies for creating caring and nurturing environments for LGBTQQ youth and families. This vital workshop will teach a skill set every caring, competent and dedicated educator needs and will allow students to benefit from their knowledge

## WORKSHOP DESCRIPTIONS: SESSION II — 11:00 – 12:20

### A. “Teaching The Muslim World” (MS/HS)

*David Thomas*

According to current estimates there are about one billion, three hundred million Muslims worldwide. The knowledge and skills necessary for teachers to address issues in the classroom at the middle and secondary level related to the diversity and complexity of the Muslim world is the focus of this workshop. This workshop thus provides teachers with a framework for understanding and teaching about Islam and the Muslim world, past and present. Exemplary web-based, teacher-produced resources, currently being used in elementary and secondary schools, will be presented and discussed, and a curriculum materials package will be made available to all participants.

### B. “Content Area Teaching Approaches and Strategies for Middle and High School LEP Students” (MS/HS)

*Willis Poole*

This workshop is designed to assist middle and high school mainstream teachers to use specially-designed academic instruction in English (SDAIE) to make academic content comprehensible to English language learners. Methods and techniques for designing and implementing ESL content area instruction will be presented.

### C. “Racial Profiling” (HS/CC)

*Laura Khoury*

Over the past two decades a debate over racial profiling has become a central element in the relationship between police and minorities. Questions about what is racial profiling, it’s history, origins, and theoretical explanations have been addressed in order to improve this relationship. This workshop will examine the debates, the perceptions, and the realities of racial profiling, with a focus on Rhode Island. Also, the workshop will address questions of reform and their practicability in Rhode Island.

### D. “Interpreting Contemporary African American Art: Audience/Artist ” (MS/HS)

*Mary Ball Howkins*

Contemporary African American art is rich and varied, with work in paint, sculpture, photography, mixed media and performance, among others. Become familiar with leading artists and the issues and audiences they address, as well as with the pressures on them to speak visually in single and multiple voices.

### E. “Facing and Reducing Prejudice in the Classroom” (ES/MS/HS)

*Patricia Medeiros Landurand, Kathleen Severian, and Rachel Moran*

This workshop presents viable teacher strategies and approaches for handling situations involving prejudice, bias, and racism in schools. Participants will be given scenarios and opportunities to share strategies in this area. A list of valuable resources to assist teachers in reducing prejudice in their classrooms will be provided.



## WORKSHOP DESCRIPTIONS: SESSION II — continued

### F. "I Like Those Other Cultures Now: Teaching Anthropology in High School" (HS)

*Claire Berkowitz*

By studying anthropology, students can learn that "weird" is a relative term and that not everyone has heard of the cheeseburger. Through investigating their own culture students see how culture is a part of their lives. By studying other cultures, they learn to see culture as relative and they begin to be more tolerant of difference. This presentation will describe how students in one high school became more tolerant people after a year-long Anthropology course. It will also offer suggestions on how the study of culture can complement content in practically any curriculum. We will explore ideas for year-long themes, as well as units and single lessons.

### G. "Realizing Brown vs. Board of Education: Exploring the Promise of Universal Design for Learning" (ES/MS/HS)

*Maria Lawrence, Mary Knight-McKenna, and Mary Ellen McGuire-Schwartz*

The 1954 Brown vs. Board Supreme Court decision focused on the integration of schools and not the educational processes within schools. This RIC faculty-run workshop will explore Universal Design for Learning (UDL) as an inclusive pedagogy within multicultural epistemology that has the potential to make curricula accessible to diverse learners.

### H. "Language Variation and Language Attitude: A Sociolinguistic Look at Providence, RI's Hispanic Dialects" (ES/MS/HS)

*Rosemary Weston-Gill*

The harmful consequences of negative attitudes toward language variation seem not to be considered by speakers and learners of the language in the academic world. The problem becomes acute when it enters the second language classroom where students are exposed to different dialects of the same language and they are somehow requested to adhere to one variation over the others. This workshop presents a positive picture of Latin American Language along with European Language so as to bring to light and to present the new and diverse members of the Hispanic community as a valued part of Rhode Island.

### I. "Behavior Management in Early Childhood Development: A Cultural Perspective" (EC/ES)

*Fatima Martins*

This is a skill-building workshop addressing the issue of cultural competence as it relates to child rearing practices specifically in early childhood development. It is critical for providers/educators to understand how their own cultural background affects their perceptions and behavior. The objectives of this workshop are to gain an understanding of (1) how one's own attitudes regarding culture affect their work with children and families; (2) how culture influences child rearing and parenting practices; and (3) the importance of families' perspectives and utilizing family stories as a tool to increase educators' own cultural competency skills.

### J. "The Legacy of Jim Crow Education and the Promise of the Brown Decision" (MS)

*Michael Browner*

The intent of this presentation is to increase awareness among scholars of the inevitable nature of this landmark decision. The objective is to inform the audience that not only was it morally wrong to deprive a child of equal educational opportunity solely on the basis of color, but it was also legally wrong to do so in a country built upon two documents that were supposedly the "supreme law(s) of the land;" i.e. the Declaration of Independence and the Constitution.

## WORKSHOP DESCRIPTIONS: SESSION II — continued

### K. “Check da’ Technique: Using Rap Music to Bridge Gaps in the Classroom” (ES/MS/HS)

*Paul Khalil Saucier*

Rap music has enormous potential for effective teaching. Thus, the following workshop will explore how rap helps students think about diversity in the classroom and in society. Further, this workshop will show how students can use rap to evaluate and possibly change their ideas about difference and society.

### L. “South Asians in North America: Race and Class” (MS/HS/CC)

*Amritjit Singh*

While most immigrants from the Indian subcontinent have arrived in the U.S. and Canada since 1965, South Asians have been in North America for well over a hundred years. This presentation will focus on early immigrants and their “racialization” - in relation to the “phenotype” challenges South Asians face in post-9/11 America. Discussion will focus on questions such as: What if any is the relationship between early Indian immigrants and South Asian American lives today? What do we learn about race, class, ethnicity and immigration as we examine South Asian history in North America?



## WORKSHOP PRESENTERS:

**Claire Berkowitz** currently teaches social studies at the ALL School in Worcester, MA. She incorporates anthropology into her ancient history, world geography, and US history classes. Her article, "I Like Those Other Cultures Now," appeared in *Social Education*.

**Ellen Bigler** is an associate professor at RIC in Anthropology and Educational Studies. She was a consultant for the NY State Education Department's curriculum project "Latinos in the Making of the USA: Yesterday, Today, and Tomorrow" and is the author of *American Conversations: Puerto Ricans, White Ethnics, and Multicultural Education* (1999).

**Michael Browner** is a Grade 7 Social Studies teacher at Franks E. Thompson Middle School in Newport Public School District. He graduated from Rhode Island College in 1998 with a major in History/Secondary Education and completed his M.Ed. in the same college in School Administration in May 2004. He is a Thompson Middle School Improvement Team Co-Chair.

**Aaron Bruce** is the Director of the Unity Center which promotes multicultural understanding and retention at Rhode Island College. He holds an International MBA from U.S. International University and a B.A. in Economics and Political Science from Michigan State University. He has held management positions in both Latin America and Africa.

**Susan Burt** works at the Center for Academic Achievement in Wakefield, RI. She is a trainer for the Center for Civic Education in Project Citizen, and has taught secondary Social Studies. She is a graduate of RIC's secondary education program, and received the 2001 Educational Studies Award for Outstanding Student Teacher.

**Robert Cvornyek** is an associate professor of History and Secondary Education at Rhode Island College. He and Dr. Karl Benziger recently edited a curriculum guide prepared by a collective of Rhode Island History/Social Studies teachers entitled *America on the World Stage: Teaching Post-1945 American History in the Secondary Classroom*.

**Elizabeth Dalton** is an assistant professor of Special Education at Rhode Island College, as well as Coordinator of Assistive Technology Projects for the Sherlock Center on Disabilities at RIC. Her professional interests include all efforts that promote effective inclusion of individuals with disabilities in school, work, and society - with a particular interest in the use of technology to support inclusion.

**Carolyn Fluehr-Lobban** is a professor of Anthropology at Rhode Island College, where she has received both the Award for Distinguished Teaching and the Award for Distinguished Scholar. She has spent six years in Sudan, Egypt and Tunisia. Her research includes women's status in Muslim societies. She is the author or editor of seven books, including, *Islamic Society in Practice* (1994), and is currently writing a text on race entitled *Anthropology, Race, and Racism: Science, Sense, and Nonsense*.

**Elizabeth Henshaw** is an associate professor of Education at RIC. She teaches Social Studies in Elementary Education. Her research interests include multicultural / cross-cultural education and how to increase sensitivity and appreciation for human differences to help teachers and pre-service teachers meet the ever-growing challenges of our pluralistic society.

**Mary Ball Howkins** is a professor of Art History at RIC and teaches mainly in the areas of 19th and 20th century European and North American visual traditions, including gender and African American studies. She also teaches an introduction to Asian visual traditions; has published on French 19th century art criticism; and reviewed work of various contemporary artists.

## Presenters – continued

**Tracy Karasinski** has an MSW with a concentration in policy, planning and administration from Western Michigan University. She has worked in the disability field in various capacities in RI since 1988. She is currently Director for Special Support Services at the Community College of RI.

**Mary Knight-McKenna** is an assistant professor in Elementary Education with a joint appointment in Special Education at Rhode Island College. Her interests include learning disabilities, language and literacy development, inclusion, collaboration, and Universal Design for Learning.

**Laura Khoury** is an assistant professor of Sociology at RIC. Her research focuses on race, gender and crime, or their combination. She served as the 1st Vice President of NAACP in Providence and is currently co-advisor for the NAACP Chapter at RIC. Her latest publication was a coauthored chapter in *Race and Identity in the Nile Valley* (2004: Red Sea Press).

**Patricia Medeiros Landurand** is a professor in the Special Education Department at RIC. She is Co-Coordinator of the new Urban Multicultural/ESL Special Education Program and is a national consultant in bilingual/ESL special education and multicultural education.

**Thomas J. Lavin III** is the Director of the Counseling Center at RIC, where he has worked for the past 22 years. Dr. Lavin has a Ph.D. in Counseling Psychology from the University of Missouri-Columbia. He has developed a number of programs to address issues of diversity among a college population over the last five years.

**Maria Lawrence** is an assistant professor of Elementary Education at RIC. She received her Ph.D. from Lesley University in Educational Studies. Her research focuses on multicultural issues in education, curriculum, pedagogy, integration, and applications of technology in education.

**Fatima Martins** holds a B.S.W. and B.A. from Rhode Island College, and an M.S.W from Boston University. She is a Licensed Independent Clinical Social Worker. For the past nine years Ms. Martins has been the Manager of Children's Friend and Service's Family Support Services in Central Falls. She is responsible for program development, implementation of a home-visiting program, and center-based programming focused on low-income families with young children.

**Mary Ellen McGuire-Schwartz** is an assistant professor in Elementary Education at Rhode Island College.

**Rachel Moran** is a high school special education teacher at Hope High School in Providence, Rhode Island. She is a graduate of the Urban Multicultural/ESL Masters Program at Rhode Island College.

**Paige Parks** is the Safe Zone Coordinator at Youth Pride, Inc. (YPI), Rhode Island's only organization dedicated to meeting the needs of LGBTQQ youth. Paige received her master's degree from Harvard Graduate School of Education and has presented workshops for Rhode Island students, educators, and administrators.

**Willis Poole** has been involved in the education of language minority students since 1973. He has taught English as a Second Language (ESL) to speakers of other languages and has taught graduate TESL courses in the United States and Latin America. Dr. Poole is the coordinator of TESL and Bilingual graduate programs at Rhode Island College and teaches graduate courses in second language acquisition, methodology, curriculum and sociocultural issues in education of language minorities.



## Presenters – continued

**Hanna Resseger** is a candidate for an individualized M.A. program in African American and Media Studies at RIC. Her focus is on African American representation in the media, in particular representation in history textbooks used in Rhode Island schools. Ms. Resseger is also a graphic designer, artist and poet.

**Ann Roccio** received her M.A. from Rhode Island College and her B.A. from Providence College. She is currently the Coordinator of Services for students with disabilities at Rhode Island College and has over ten years of experience working in higher education. Additionally, she is a trainer for the Changing the Culture Grant, an initiative to enhance the inclusion and retention of students with disabilities in postsecondary institutions.

**Pamela Rohland** is an assistant director of Disability Services, part of Student Life at the University of Rhode Island.

**Elizabeth Rowell** is a RIC professor of Elementary Education, and is deeply committed to trying to make America a better place by helping educators become more aware of their crucial role in promoting different aspects of anti-bias education. She is also a RIC Disability Resource Mentor.

**Paul Khalil Saucier** is a doctoral student in the Department of Sociology at Northeastern University and a founding member of the Hip-Hop Studies Collective. His research interests include social theory, the sociology of race, identity construction, and hip-hop studies.

**Kathleen Severian-Wilmeth** is a bilingual special education teacher in the bilingual integrated special education program at the Pleasant View School in Providence. She is also a graduate student in the Urban Multicultural ESL Special Education Program at Rhode Island College.

**Amritjit Singh**, a professor of English and African American Studies at RIC, has published over a dozen volumes. His most recent books include: *Postcolonial Theory and the United States: Race, Ethnicity, and Literature* (2000), *The Collected Writings of Wallace Thurman: A Harlem Renaissance Reader* (2003), and *Interviews with Edward W. Said* (2004). He is currently working on a documentary history of South Asians in North America.

**Christopher A. Souza** is a Secondary Education/Social Science and Anthropology major at Rhode Island College. He is an executive board member of Kappa Delta Pi Epsilon Rho Chapter at RIC. Mr. Souza served on the committee reviewing the tour of the John Brown House (2001-2002), and has been a past guest lecturer for the Rhode Island Black Heritage Society.

**Tony Teng** is an associate professor of History at RIC, specializing in East Asian history. His research interests focus on the modern period of East Asian history, especially on diplomatic relations among the nations in the region in modern times. He is also a co-chair of the Dialogue on Diversity Committee at RIC.

**David Thomas**, professor of History at RIC, specializes in the Islamic world, focusing especially on the relationship between religion and politics. He has lived and studied in several countries of the Muslim world, most recently in India and Indonesia. He is a graduate of the Institute of Islamic Studies at McGill University and has received numerous awards including most recently a 1998 Fulbright Award. He is presently researching a book on higher education and Islam.



## Presenters – continued

**Margaret M. Thombs** is an assistant professor of Education at Roger Williams University in Bristol, RI. She earned a M.Ed. in Mathematics from Worcester State and a Ph.D. in Instructional Technology. Her areas of special interest include language learning and technology, assistive technology, and web development.

**Rosemary Weston-Gill** is an assistant professor of Modern Languages and Educational Studies at Rhode Island College. Her areas of interest and research include Linguistics, Applied Linguistics and Romance Languages. She has papers, workshops and publications in the field of Language Theory and Second Language Acquisition and Learning, and is co-author of a book entitled *Fonética y fonología actual del español*, Madrid: Cátedra.

## Promising Practices Co-Chairs

**Mustafa Ozcan** is an assistant professor in Educational Studies at Rhode Island College. He holds a Ph.D. in Sociology of Education from the University of Iowa. He has worked as principal investigator and co-researcher for several research projects on multicultural education, race relations and cultural diversity. His current research is about the effects of service learning programs on prospective teachers.

**E.J. Min** is a professor of Communications at Rhode Island College. He holds a Ph.D. in Communications from Ohio State University. His research focuses on cultural approaches to studying media representations, their construction, and their impact on culture.



## Curriculum Resource Fair

10:00 AM – 10:50 AM

The conference schedule also includes a designated block of time to visit the Curriculum Resource Fair and interact with association representatives, agency representatives, and publishers of materials focused on learner diversity. Representatives will be available between 9:30 a.m. and 1:00 p.m. to share their products and answer your questions.

The Curriculum Resource Fair offers a wide variety of resources for educators serving an increasingly diverse student population, with attention to race, ethnicity, language, class, gender and ability. The Fair is a multi-media event providing the opportunity to explore and, if desired, purchase books, computer software, videos, reference materials, and games on the following topics, to name a few:

Asian Studies  
Assessment K-6  
Cultural orientation  
Differentiated instruction  
English 1-12+  
Human rights and social activism  
Language arts skills development  
Language teaching and learning  
Math, reading and science  
manipulatives K-12  
Multiculturalism

National History Day  
Professional Development  
Rhode Island Social Studies Association  
School to Career  
Social studies materials  
Speech-Language  
Standard-based test skills  
Test preparation & study skills  
Theatre for grades 4-10  
Transition  
U.S. History 1-12+  
& more...

Many thanks to

Nancy Cloud (Special Education) and  
Mary Anne Pallack (Sherlock Center)

for their extensive work in facilitating the Curriculum Resource Fair!



## CONFERENCE REGISTRATION MATERIALS

\* Due Monday, October 25, 2004 \*

Registration materials are also available online at:  
[www.ric.edu/uap/promisingpractices.html](http://www.ric.edu/uap/promisingpractices.html)

### Conference Fees

Pre-registration (non-student): \$15  
Pre-registration (student): \$5

Onsite registration (non-student): \$20  
Onsite registration (student): \$7

Please make checks payable to RHODE ISLAND COLLEGE. Fees cover lunch, and refreshments. Free educational materials relevant to the conference theme will be available.

Scholarships to cover the cost of registration are available: Please contact Patricia Giammarco or Cheryl Silva, Office of Affirmative Action, Rhode Island College, Ph. (401)456-8218.

### Pre-Registration

You are encouraged to pre-register as capacity in the workshops is limited. Please register for one workshop in each session — rank order your top three preferences for EACH session.

We will make every effort to meet your preferences.

### Session I

- \_\_\_ A. Cvornyek
- \_\_\_ B. Thombs
- \_\_\_ C. Roccio, Dalton, Rohland,  
and Karasinski
- \_\_\_ D. Henshaw and Rowell
- \_\_\_ E. Fluehr-Lobban
- \_\_\_ F. Bigler
- \_\_\_ G. Teng
- \_\_\_ H. Lavin
- \_\_\_ I. Burt
- \_\_\_ J. Bruce
- \_\_\_ K. Souza and Resseger
- \_\_\_ L. Parks

### Session II:

- \_\_\_ A. Thomas
- \_\_\_ B. Poole
- \_\_\_ C. Khoury
- \_\_\_ D. Howkins
- \_\_\_ E. Landurand,  
Severian, and Moran
- \_\_\_ F. Berkowitz
- \_\_\_ G. Lawrence, Knight-McKenna,  
and McGuire-Schwartz
- \_\_\_ H. Weston-Gill
- \_\_\_ I. Martins
- \_\_\_ J. Browner
- \_\_\_ K. Saucier
- \_\_\_ L. Singh

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_

EMAIL: \_\_\_\_\_

AFFILIATION: \_\_\_\_\_

SUBJECT AREA/GRADE LEVEL (for teachers): \_\_\_\_\_

Please return this registration form and payment to:

PROMISING PRACTICES

c/o Dr. Mustafa Ozcan

Rhode Island College — Dept. of Educational Studies

600 Mt. Pleasant Ave., Providence, RI 02908

I am a RIC Student

**Professional Development Credit:** Approval pending for Professional Development Credit from the Rhode Island Department of Education. Professional Development Credit will be available for the full day events after the "Youth Hour: Voices of Students."

For further information, please contact Promising Practice Co-Chairs

Dr. EJ Min — (401) 456-8646 or [emin@ric.edu](mailto:emin@ric.edu)

Dr. Mustafa Ozcan — (401) 456-8654 or [mozcan@ric.edu](mailto:mozcan@ric.edu)

**Dialogue on Diversity Co-Chairs 2003 – 2004**

Dr. Ellen Bigler, Dr. Mary Ball Howkins, and Dr. Tony Teng

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