

Friday, October 15

8:30 – 9 a.m.: Registration, Center for Global Learning and the Arts

9:15 – 10:15 a.m.: Keynote Speaker:

Dave Zirin

Dave Zirin, who writes about the politics of sports for the *Nation* magazine, is a unique voice in the world of sports writing one that is not afraid to look at the socio-political underpinnings of the industry. According to David Meggyesy, the Western Regional Director of the NFL players Association, “Zirin never backs off on raising a larger perspective about the human and social implications of sport as we practice it in this country.” Author of *A People's History of Sports in the United States* and the recently published *Bad Sports: How Owners are Ruining the Games We Love*, Zirin exposes “the modern day tyranny that has turned athletic entertainment into 'Gross' National Product” (Chuck D of Public Enemy). Peter Rachleff, Professor of History at Macalester College and author of *Hard-Pressed in the Heartland*, adds that Zirin’s work “shows us not only that sports can be a window through which we can examine the complex workings of race and class in this twisted, commercialized culture, but that it can also be a site of resistance.”

10:15 – 10:30 a.m.: Coffee Break, Center for Global Learning and the Arts

10:30 – 11:45 a.m.: Concurrent Sessions I

1. ROOM CC3-121

Dianne Fruit

Cascadia Community College

“Creating a Voice and a Community: The Children's Book Project”

Most U. S. citizens speak just one language and have thus silenced and sidelined themselves in numerous global and local contexts. This presentation will showcase a transformative project in which students find their voices in a second language and make meaningful local connections by writing, illustrating, designing and publishing children’s books in Spanish, sharing them with bilingual elementary students in a reading exchange program and then donating the books to the school. Time will be provided for discussion and viewing student work samples.

And

Sadie Rosenthal

Cascadia Community College

“Promoting Creative Voices in the Biology Classroom”

Science is sometimes viewed as a discipline in which learning equates to rote memorization. The unfortunate consequence of this misconception is that those who can best recite the textbook often silence the creative voices in the classroom. To help resolve this, this presentation will examine ways to incorporate creative thinking into scientific problem solving. We will explore two examples in which students come to

class with specific background knowledge and research and use their collective abilities to create fictitious organisms.

2. ROOM CC3-103

Debbie Brown, Peter Freeman, and Amanda Martin
University of Washington-Bothell

”Embodied Geographies of Silence”

Community college professors face significant challenges in releasing the silent majority into language. Many universities are known as liberal or conservative, but community colleges have students from every political and philosophical camp. They also come from a diverse range of race and class backgrounds. While this diversity can be the greatest strength of a community college, it does present risks to the faculty who choose to address these issues head-on. This workshop will present some strategies for guiding students in writing the body and in leading them in discourses around these embodied geographies of silence.

3. ROOM CC3-135

Jackie Belanger, Rebecca Bliquez, Leslie Bussert, Kathleen DeLaurenti, Danielle Rowland, and Beth Sanderson
Cascadia Community College

“Helping Students Find their Research Voice: Information Literacy and Research at Cascadia Community College”

According to P. J. Palmer, “It is inaccurate, though common, to attribute most student speechlessness to laziness or stupidity, and that diagnosis usually leads to teaching that is more punitive than provocative. Instead, the silence of many students is the result of disempowerment that leads to privatization. The remedy is clear: establish a setting where silenced voices can be heard into speech by people committed to serious listening.”

Research is often a key area where the majority of community college students fall into silence, and this panel will investigate various approaches to "hearing students into speech" during the research process. Our discussions will draw specifically on the collaborative work between librarians and faculty at Cascadia Community College.

4. ROOM CC3-123

Sharon Mitchler
Centralia College

“Lost in the Fields: Representations of the Rural in American Literature”

Rural locations and small towns have often been constructed against urban spaces. Often, urban locations achieve the status of normal, which leaves rural areas as sites of

rustic preservation or as spaces that are in deficit, needing to be fixed or filled by urban dwellers. As a result, students from rural areas often find their life experiences negated in American literature classes. Participants in this workshop will practice pedagogical tactics to engage both urban and rural students in uncovering, exploring, and analyzing American literature texts while recognizing the constructed nature of these images.

11:45 a.m. – 12:45 p.m.: Lunch, Center for Global Learning and the Arts

12:45 – 2:00 p.m.: Concurrent Sessions II

1. ROOM CC3-121

Jared Leising, David Shapiro, and Gene Taylor
Cascadia Community College

“Voices from the Margins”

This panel will explore methods of working in the humanities outside of traditional academic settings by focusing on three sites/programs that serve communities who are often silent when it comes to expression within the humanities: 826 Seattle, a nonprofit writing and tutoring center dedicated to helping youth, ages 6-18, improve their creative and expository writing skills, and to helping teachers inspire their students to write; The Northwest Center for Philosophy with Children, an organization based at the Philosophy Department of the University of Washington, which brings philosophy and philosophers into the lives of student in schools throughout the state of Washington; and The Bard College Jefferson County Clemente Course in the Humanities, which is part of a unique humanities program founded in 1995 and now in existence on five continents and provides a college level opportunity for people living in economic distress to engage in discussions and to write about moral philosophy, literature, history, art history, critical thinking and writing.

2. ROOM CC3-135

Tara Roth
Seattle University

“Dialoguing with Students in Virtual Spaces”

This presentation will focus on methods of incorporating virtual spaces, specifically social networking sites, in the writing classroom through a unit that asks students to engage in and explore virtual communities such as Twitter and Facebook on personal and rhetorical levels. As part of the unit, students are asked to consider questions about how they personally engage in social communities, such as: To what extent do virtual communities foster citizenship by giving a voice to those who otherwise feel voiceless? Do virtual communities promote good citizenship? Or, do they hinder face-to-face interaction? Many pride themselves in joining Facebook groups online, but to what extent does this form of political participation empower us to critique the status quo? Or does online participation simply further perpetuate complacency or slacktivism? Students are also asked to consider how they might use virtual spaces to supplement

their studies. I plan to cover ideas that are working well in the writing classroom (and those that are not working so well) as I continue to navigate this new terrain.

and

Susanne Weil
Centralia College

”Sleepless in Cyberspace: What Students Learn About ‘Silent Majorities’ From Researching Urban Legends Online”

Flesh-eating bacteria infesting bananas . . . U.S. soldiers sent into battle bearing unwieldy weapons made by Mattel . . . hypodermic needles killing kids who play in fast-food ball pits: night and day, urban legends like these are forwarded by citizens of cyberspace, a majority not silent, but anonymous, using the Internet to plant seeds that sprout in our collective consciousness. As Chip and Dan Heath argue in *Made to Stick: Why Some Ideas Succeed While Others Fail*, urban legends proliferate to capture public imagination while complex truths that threaten the body politic slip from view. This session engages the third query in WCCHA's call for proposals--"What happens when majorities are not, in fact, silent, and how can majorities find voices that empower them to critique the status quo?"--by showing how a group project on urban legends can teach students in a research and argument composition course to sift grains of truth within urban legends and analyze what these legends' stubborn survival suggests about the "silent majorities" who click "forward" on emails containing them while, perhaps, clicking "delete" on messages of more legitimate public interest.

3. ROOM CC3-103

Paul Haeder
Spokane Falls Community College
Jacob Ogle
Student, Spokane Falls Community College
and
Marc Gauthier
Filmmaker

“Understanding the First Casualties of War – War Vets and the Humanities”

In the minds of many counselors and educators and administrators, we are struggling not to lose another generation or two of young people to two wars. For many, it's hard to fathom the first casualty of war is, of course, truth. It's we who have difficulty understanding the truth of their experiences, of who they are in our classrooms because of war.

Their truths include picking up the pieces in a very unusual battlefield – the classroom. PTSD and varying levels of other mental concerns tag these men and women for life. Our role as instructors is to tap into some living but dormant root of knowledge or something inside that asks for us to listen to their telling so life can go on.

4. ROOM CC3-123

John Kellermeier
Tacoma Community College
and
Dian Ulner
Clark College

“Unlearning to Not Speak: Inspiring Students Voices”

Too often, many of our community college students have been told throughout their lives that their point of view is not important. They have been silenced by racism, classism, sexism, heterosexism, ableism and other oppressions. In this hands-on workshop, the presenters will demonstrate an exercise that has been particularly helpful in Humanities and Social Science courses to inspire students to reclaim their voices in a creative and powerful manner. Using the poem “Unlearning to Not Speak” by Marge Piercy, this exercise utilizes several modalities such as performance, sculpture, music, and the creation of murals and graffiti. It is designed to help students engage in their learning and recognize that what they have to say is important and valued.

2:00 – 2:15 p.m.: Break

2:15 – 3:30 p.m.: Concurrent Sessions III

1. ROOM CC3-123

Robert M. Fineman
North Seattle Community College

“A License to Heal...A License to Steal”

This presentation is an autobiographical narrative about a young man from a modest family who became a nationally famous medical geneticist (at least in my humble opinion). Along the way, his idealistic motives butted against the realities of several well-known university medical center power structures and academic egos. In the end, he stops being a member of the silent majority and becomes a whistleblower who successfully stands up for the needs and rights of patients and their families throughout an entire state. This presentation is aimed at those individuals who wish to understand what is good, bad, and malignant in the academic medical establishment in the United States. Its contents would make for an excellent case study in ethics classes at every college or university in our country.

and

Thomas Grimes
Peninsula College

“The Ethics of Discrimination”

The United States has a dark history of discrimination during which women, blacks, and other minorities were routinely denied important opportunities for reasons other than

their qualifications. I investigate the moral dimension of this type of practice by analyzing discrimination from within both teleological and deontological moral frameworks, and argue for the conclusion that discrimination violates what Kant regards as an imperfect duty. I then discuss how this conclusion provides new insights into the moral basis of affirmative action when construed as a form of preferential treatment.

2. ROOM CC3-103

Robyn Ferret and Students
Cascadia Community College

“Future Lowell’s of the World—The Power of Student Publication”

Does your campus produce an arts or news magazine? Why not give students in some ways the most silent majority on campus even more autonomy in all aspects of that production? This panel of Cascadia editors will host a conversation about the challenges, rewards, pitfalls and payoffs of a 99% student-run publication club, and consider how a real or imagined publication process can empower voice in composition courses as well.

3. ROOM CC3-121

Denise Calvetti Michaels
Cascadia Community College
and
Holly Hughes
Edmonds Community College

“Beyond Forgetting—How the Poetry of Caregivers Brings Context to the Experiences of People with Alzheimer’s”

This presentation will provide opportunities for presenters to share their lived experiences of caring for loved ones diagnosed with Alzheimer’s. Presenters will explore how writing expands our capacity to tap into the alternative language of poetry to explore feelings and emotions and move beyond clinical definitions of the disorder.

4. ROOM CC3-135

Wilma J. Dulin and Gordon Koestler
Yakima Valley Community College

“Hope in the Dark: A Learning Community”

When learning communities are structured around real issues in students’ lives, the opportunities to build academic skills while impacting personal efficacy are boundless. Ms. Dulin and Mr. Koestler have taught learning communities combining pre-college English and Reading in a thematic approach that emphasizes learning to do college work by doing college work in slow motion. In this presentation they will share lessons learned, basic planning structures, and student outcomes from their many partnerships, with special emphasis on their Spring 2010 learning community that focused on Hope and Activism as antidotes to despair and voicelessness.

3:30 – 6:30 p.m.: Pre-Banquet Festivities

- **3:30-4:30 p.m.: Break Time at the Country Inn and Suites**

Join your colleagues in the hotel Bar and then catch the hotel shuttle for The Redhook Brewery.

- **3:45-4:30 p.m.: Wetlands Tour**

John Van Leer, an Earth Sciences faculty member at Cascadia, will be leading a tour of Cascadia's wetlands.

- **4:30-5:00 p.m.: Bike Commute to The Redhook Brewery**

A group will leave Country Inn and Suites and bike to the Red Hook Brewery. Bring your bike and join the Peloton!

- **4:45-5:30 p.m.: Social Hour at The Redhook Brewery**

Join your colleagues in the Weatherman's Room for pre-dinner refreshments and conversation.

- **5:30-6:30 p.m.: Poetry Reading in the Weatherman's Room at The Redhook Brewery**

An Annual conference tradition! Grab the mic and share your verse.

- **5:00-6:00 p.m.: Tour The Redhook Brewery**

For a warm American dollar, you can see how your favorite beer is made.

6:30-8:30 p.m.: Banquet and Award Ceremony, the Weatherman's Room at The Redhook Brewery

8:30-9:15 p.m.: Evening Entertainment

Matt Smith

Matt Smith wears many hats. He's one of the nation's most established improv artists, a sought after fund-raising auctioneer, a film actor, and a solo performance artist.

Matt's screen credits include *Spiderman*, *Sleepless in Seattle*, *Almost Live*, *Outsourced*, *The Immaculate Conception of Little Dizzle*, *Whiteface* and *Northern Exposure*. He's known in Seattle for his humorous monologues: *All My Children*, *My Last Year with the Nuns*, *My Boat to Bainbridge*, *Helium*, and *Beyond Kindness*.

Matt is a partner in the popular web based cooking show *Cookus Interruptus*.

Matt has taught thousands of people to improvise, and as a corporate consultant, brings the principles of improvisational theatre to the workplace.

Saturday, October 16

8:30 – 9:00 a.m.: Coffee

9:00 – 10:15 a.m.: Concurrent Sessions IV

1. ROOM CC3-135

Fara Nizamani and Molly Ross
Seattle Community College District

“Voices from the Shadows --Muslim Students in America”

Muslims are one of the most diverse minorities in America, with customs and beliefs that are both unfamiliar and confusing to many, and the resulting lack of common understanding can lead to students being marginalized by the very systems that seek to support them. This interactive session will discuss concerns that have been voiced by Muslim students and will show faculty how to accommodate these students in a respectful, inclusive manner.

2. ROOM CC3-103

Bruce Hattendorf
Peninsula College

“Exploring Culture through Documentary Film”

In the winter of 2010, I taught an introductory class on documentary film. The course was a film appreciation course, but it also was designed to incorporate work that the college has been doing on intercultural competence and global awareness. As part of the course, students took an assessment called the Global Perspectives Inventory and reflected on their own culture as well as their perceptions of other cultures. As a final project, students created video interviews with groups on campus that they considered to be subcultures and then wrote reflective essays on what they learned and how, if they had the time and resources, they would explore the topic further in a full-length documentary film. Interview subjects ranged from international students to students who are single parents. I will be presenting the basic course design, discussing the college's and class's use of the Global Perspectives Inventory, and sharing clips from the student projects, which gave voice to prevalent groups on campus who often are perceived as being silent.

and

Don Foran
The Evergreen State College

“The Arts: Empowering Learners to Never Be Complicit in Their Own Diminishment”

Over four decades of teaching (Literature, Philosophy, Writing, most recently team-teaching with professors of Music, Dance, Film-making, and 2D-3D Art), empowerment has emerged as a central theme. It has echoed in my teaching of poetry with the Sustainable Prisons project, in the memoir I'm currently writing, and in my personal life, especially as my wife and I step away from the Catholic Church (less than silently) to embrace exciting alternatives. I've always believed with Dostoyevsky that unique particularity is the very heart of the universal. So I offer you myself as a case study.

3. ROOM CC3-123

Jerry Zimmerman
Lower Columbia College

and

Michael Shurgot
South Puget Sound Community College

“Fathers, Children, and Silent Majorities”

Western Literature is replete with tales of parents and children in which suffering children are an often silent and suffering majority. We will discuss this theme in classical and modern drama, fiction, short stories, and essays. Writers will include Aeschylus, Sophocles, Shakespeare, Arthur Miller, August Wilson, James Joyce, Frank O'Connor, Franz Kafka, and Sherman Alexie. Films will include *I Never Sang for My Father* and Alexie's *Smoke Signals*.

4. ROOM CC3-121

Arleen Williams
South Seattle Community College

“Breaking the Silence through Memoir”

All of us have personal stories to tell but often struggle to articulate our experiences. This silence is arresting, and personal development, both emotional and intellectual, pays the price. By writing memoir, and by teaching our students to write memoir, we learn to process pain and find personal power. As Frances Kendall states in *Understanding White Privilege*, When we set out to do intentional personal work, as we must, and to turn ourselves inside out, we have to identify honestly where we are now and how we got there, being conscious of how our racial, ethnic, and cultural roots have shaped our perceptions. Memoir is a tool that can be used in any classroom to help both faculty and students do that personal work. In this workshop, attendees will learn techniques used in memoir writing to begin their own personal journey.

10:15 – 10:30 a.m.: Break

10:30 – 11:45 a.m.: Keynote:

Nancy Rawles

Nancy Rawles, a novelist, playwright, and teacher, tackles issues of race, class color, and sexual identity in her work. In *My Jim*, her third novel, she gives voice to Sadie, the previously silent wife of Jim, the escaped slave in Mark Twain's *Huckleberry Finn*. According to the *L.A. Times*, Rawles "spent months researching the personal histories of slaves, traveling to Twain's hometown of Hannibal, Mo., and reading oral histories before writing *My Jim*." For Rawles, the novel was an opportunity "to really bring out the individuals who lived this history, to get away from thinking about them en masse and get into the personal stories." These unheard voices of slavery must locate their freedom "in the shifting space of a song" or in "love for the natural world or in the words of the slaves of old spoken in the Bible" To Rawles, these voices are not just silent members of past generations; slavery is still with us today. "[M]illions of people are currently enslaved in India, China, Brazil, Estonia, Kuwait, Nigeria (to name just a few) so we're still being called to be abolitionists"

11:55 a.m.: Brief Closing and Farewells

12:30 p.m.: WCCHA Board Meeting and Luncheon