

EthnoFest

2018

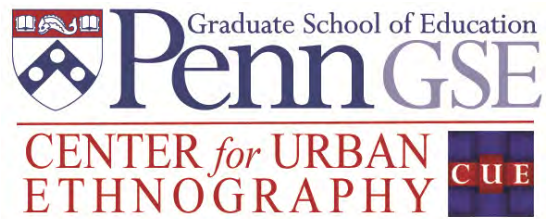
WHOSE KNOWLEDGE COUNTS?
RESEARCH AND PRACTICE IN CRITICAL TIMES

This year, students affiliated with GSE's Ethnography Forum have partnered with students associated with CAMRA (the Collective for Advancing Multimodal Research Arts), CAMRA's annual Screening Scholarship Media Festival and the Center for Experimental Ethnography in organizing this event, "EthnoFest."

February 23-24, 2018
University of Pennsylvania
Philadelphia

REVISED February 22, 2018





Cemra Ethnography in Education **eXPERIMENTAL**
RESEARCH FORUM **ETHNOGRAPHY**

ETHNOFEST 2018

WHOSE KNOWLEDGE COUNTS?
RESEARCH AND PRACTICE IN CRITICAL TIMES
FRI & SAT FEB 23-24
WWW.GSE.UPENN.EDU/CUE/FORUM

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WELCOME TO ETHNOFEST

This year, students affiliated with the 39th Annual Ethnography in Education Forum and the 31st Annual Practitioner Inquiry Day have partnered with students associated with the 6th Annual CAMRA (the Collective for Advancing Multimodal Research Arts) Screening Scholarship Media Festival and Experimental Ethnography@Penn in organizing the “EthnoFest.”

We thank you for joining us on this two day journey as we creatively and intentionally bring academic scholars, teachers, students, artists, filmmakers, activists, and organizers into discussion about issues related to our theme of “Whose Knowledge Counts: Research and Practice in Critical Times.” Our program activities experiment with the ideas of the “unconference” in an effort to create more democratic dialogue that recognizes and appreciates the deep knowledge each participant brings to our discussion. We hope to foster a spirit of collaborative inquiry that breaks down walls and encourages researchers and practitioners to cross boundaries hand in hand. We are glad to be joined by innovative collaborative partners so that together we can push the boundaries of ethnography in exciting directions.

Our vision for “EthnoFest” is to facilitate deep, sustained, and generative conversations that involve the active participation and engagement of all participants. We hope you will each feel empowered and encouraged to join in discussions, ask questions, and suggest changes that will help us dig deeper into issues related to our theme and to ethnography more generally. Our goal is for you all to emerge from our two-day journey inspired and equipped to address some of the challenges of democratizing knowledge production in critical times.

We are thankful to have had such a wonderful team of graduate students organizing this conference. We would like to express our appreciation and thanks to the planning committee members OreOluwa Badaki, Osei Alleyne, Gordon "Dee" Asaah, Carmen Delgado, Jessica Peng, Rachael Stephens, Bethany Monea, Nora Gross, Tali Rosen, and Marisa Gonzalez as well as to the numerous student volunteers assisting during the event. We owe a great deal of thanks to members of the PennGSE community whose support has been critical to our success, and in particular to Suzanne Oh, Alex Posecznick, Charles Washington and the GSE IT Team, and Kat Stein’s communications team. We are also exceedingly grateful to Dean Pam Grossman for her continued support of the Ethnography Forum as well as CAMRA.

Jasmine L. Blanks Jones
CAMRA’s Screening Scholarship Media
Festival Director

Kathleen D. Hall
Associate Professor of Education and
Anthropology
Convenor, GSE’s Ethnography in Education
Forum

John L. Jackson, Jr.
Faculty Advisor, CAMRA
Richard Perry University Professor
Dean, School of Social Policy & Practice

Deborah Thomas
R. Jean Brownlee Professor of Anthropology
Core Faculty, Gender, Sexuality and
Women’s Studies

Gerald Campano
Associate Professor of Education
Convenor, Practitioner Inquiry Day

NOTES



MEETING INFORMATION

THIS IS NOT YOUR TYPICAL CONFERENCE

We aim to create more democratic dialogue with the recognition and appreciation for the deep knowledge each participant brings to our discussion. Therefore, we ask that you join with us in opening up the space by flattening differences that can hinder the flow of conversation. These are just a few ideas, and they should change based on who is in the room.

Each session will have a variety of panelists including an academic, a community practitioner or activist, and an artist or multimodal specialist.

At registration, you will notice that name badges only list names, not affiliations, ranks or titles. Given the spirit of this year's EthnoFest -- and our overarching commitment to problematizing traditional power dynamics in academic knowledge production -- we made the decision to avoid using any honorifics (whether gendered titles, like 'Ms.' or 'Mr,' or those that indicate social standing/position, like 'Doctor' or 'Dr.')

While we genuinely respect the work and experience that such titles often indicate, we have found that they can tacitly reinforce the tendency to privilege academic knowledge production at the expense of other forms of knowledge production. We hope everyone will feel like this decision helps generate a more egalitarian, transgressive space.

GETTING AROUND PHILADELPHIA

It's easy to get around the city with public transit. Bus, trolley, and subway services are all within walking distance. Visit www.septa.org for the latest schedules and routes. Taxis and Uber are both available locally.

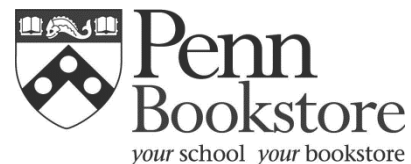
NEIGHBORHOOD RESTAURANTS

Philadelphians are proud of the city's reputation as one of the 10 best food cities in the United States (*The Washington Post*, 12/21/2015). The *Lonely Planet* notes Philly's booming restaurant and craft brew scene as one of many reasons to visit the city. Nearby coffee shops and restaurants are marked as icons on the campus map at the rear of this program, although we encourage you to explore the many fine establishments across the city.

A map of University of Pennsylvania's campus can be found at the rear of this program.

NEIGHBORHOOD BOOKSTORES

THE UNIVERSITY OF PENNSYLVANIA'S OFFICIAL BOOKSTORE: A table will be available at the Penn Museum on Friday, February 23 from 3:00 to 6:00 pm and at Houston Hall Saturday, February 24 from 10:00 am to 3:00 pm.



ATTENDEES WILL RECEIVE A 10% DISCOUNT WHEN YOU SHOW YOUR NAME BADGE.

PENN BOOK CENTER: Long-running independent shop selling a wide range of new books, including titles by Philly authors. 130 S. 34th Street (East of Penn GSE, just north of Walnut).

HOUSE OF OUR OWN: A used and new bookstore that focuses on cultural studies, history, literary criticism, and social science. The store is located in a quiet, comfortable Victorian house on the edge of the Penn. 3920 Spruce St. (Southwest of Penn GSE, and a nice walk across campus).

GETTING AROUND THE CAMPUS

A map of the University of Pennsylvania can be found at the rear of this program, with key sites and locations carefully noted. Campus signage, staff and volunteers will also be available to direct participants. Key event sites include:

- *Annenberg School for Communication (ASC)*
- *Houston Hall, Hall of Flags (HH)*
- *The Penn Museum (PM)*

REGISTRATION & INFORMATION DESK

On Friday, February 23, the Registration and Information Desk will be located outside of Rainey Auditorium in the Penn Museum starting at 2:00 PM. Attendees should use the Kress Entrance.

On Saturday, February 24, the Registration and Information Desk will be located in Houston Hall's Hall of Flags starting at 7:30 AM.

REFRESHMENTS

FRIDAY 7:00 PM: Some light refreshments and drinks will be provided at the reception for the film screening in Penn Museum. All attendees welcome.

SATURDAY, 7:30 AM: A complimentary breakfast will be provided in Houston Hall before the morning activities. All attendees welcome.

SATURDAY, 12:30 PM: A complimentary lunch will be provided during the Key Note in Houston Hall. All attendees welcome.

SATURDAY, 7:00 PM: A complimentary dinner will be provided for all attendees in Houston Hall. All registered attendees welcome. Badge required.

WI-FI & SOCIAL MEDIA

The AirPennNet-Guest wireless network will act as one large wireless hotspot for campus. Guests are required to register a properly formatted e-mail address. Only basic Internet connectivity will be provided, including web browsing and secure protocols, such as standard VPN and RDP. Bandwidth usage limits are in effect providing 3Mbps up/down per device. Registration of devices on the AirPennNet-Guest wireless network will need to be renewed daily. Check at the Information Desk for more details.

INSTRUCTIONS


Select the AirPennNet-Guest SSID

Open a browser

Review and accept the Acceptable Use Policy terms and conditions

Enter a valid email address

Click Submit

Follow events at the forum with #ethnofest and @PennGSE. 

ACCESSIBILITY

We are dedicated to making our facility accessible to all participants. Stop by the Registration and Information Desk (see above) if you have particular accessibility needs or food allergies.

PRESENTATION GUIDELINES & CONFERENCE CONVENTIONS

We take pride in its supportive environment for cultivating future ethnographers, qualitative researchers and practitioners in education. The recommended attire for the conference is 'business casual.'

EthnoFest is intentionally not following typical conference formats or conventions. Each session has been uniquely designed to foster collaboration and conversation. Notes on session formats are found under listings for each session. Unless otherwise noted, session organizers are responsible for introducing speakers and keeping time.

FILM & PHOTO RELEASE

Given the limited seating available for this event, we would like to record as much as possible to share online with those unable to join us. Please note, then, that videographers and photographers will be recording many aspects of the program. When registering we will ask that you please fill out a release form giving your consent to be filmed and photographed. The organizers do, however, wish to respect participants' wishes, so if you have any concerns about being recorded please share these with us when you register. Further information will be available at the information desk.

LOGISTICS FOR INVITED GUESTS

Invited and special guests should be in touch with Suzanne Oh (suzanneo@upenn.edu) for questions about travel and reimbursements.

FRIDAY, FEBRUARY 23

2:00 PM Information/Registration desk opens outside of Rainey Auditorium, Penn Museum [PM]

3:30 PM, FILM SCREENING: BECAUSE OF THE WAR

3:30 PM TO 5:00 PM, RAINEY AUDITORIUM, PENN MUSEUM [PM]

Fatu Gayflor is a recording star and performing artist from Liberia, now living in Philadelphia, who harnesses the potency of her traditional arts to address various forms of violence. The Philadelphia Folklore Project's documentary *Because of War*, discusses her use of music as a tool for social change.

Toni Shapiro-Phim (toni@folkloreproject.org) is a cultural anthropologist and filmmaker whose research, writing and teaching focuses on arts and social justice, with a focus on war, migration and gender concerns. Toni Shapiro-Phim currently works at the Philadelphia Folklore Project conducting research about urban expressive culture and coordinating an arts and social change residency program.

"The point is, art never stopped a war and never got anybody a job. That was never its function. Art cannot change events. But it can change people. It can affect people so that they are changed... because people are changed by art – enriched, ennobled, encouraged – they then act in a way that may affect the course of events... by the way they vote, they behave, the way they think."

-- Leonard Bernstein, American composer and conductor

Because of the War speaks to the potential for engagement with the arts, whether as creator, performer, audience member or other participant, to move people to positive action. I felt compelled to introduce the broader world to four women -- already well-known to Liberians -- who, in the face of war in their homeland, re-configured their relationship with traditional music and dance so as to influence the ways that individuals act in the face of conflict and deprivation, with the aim of encouraging social progress in families, communities, and their nation.

Session Format: Film screening.

Organized by Osei Alleyne and Jasmine L. Blanks Jones

What are some ways that we can mobilize the arts as tools in crises and in repair?

5:00 PM, YOUTH PRECARITY AND PERFORMANCE

5:00 PM TO 7:00 PM, RAINEY AUDITORIUM, PENN MUSEUM [PM]

Fatu Gayflor is a recording star and performing artist from Liberia, now living in Philadelphia, who harnesses the potency of her traditional arts to address various forms of violence. The Philadelphia Folklore Project's documentary *Because of War*, discusses her use of music as a tool for social change.

Aimee Meredith Cox (aimee.cox@yale.edu) is a professor, anthropologist, former professional dancer, and author of *Shapeshifters: Black Girls and the Choreography of Citizenship* whose research and teaching interests lie at the intersection of Anthropology, Black Studies, and Performance Studies.

Nuala Cabral (nuala.cabral@temple.edu) is an educator, activist and award-winning filmmaker, who has taught media production, media advocacy and media literacy in high schools, colleges and community centers for the past decade. Nuala's commitment to social justice informs her teaching, activism and creative practice. Currently, Nuala manages communications and youth media at the University Community Collaborative at Temple University where she oversees their award-winning youth news program, POPPYN (*Presenting Our Perspective: Philly Youth News.*)

MODERATOR

Deborah A. Thomas (Deborah.Thomas@sas.upenn.edu) is interested in the afterlives of imperialism and plantation slavery, and has sought to understand how these New World phenomena influence what seems politically possible in the present. She has followed these processes in Jamaica especially, where artists, organizers, and scholars have all been involved in re-imagining the world in different ways. Thomas has also been a professional dancer, and is a filmmaker, and is committed to embodied and affective forms of knowing.

In this opening discussion we ask, how can activists, ethnographers and academics interrogate, rethink and mobilize everyday as well as culturally staged forms of public performance to ally with, engage, support and empower marginalized, liminal and otherwise precariously positioned youthful communities. Participants are invited to think about and discuss alongside our speakers how youth, precarity and performance influence "Whose Knowledge Counts" in the work that we do.

Session Format: The panelists will reflect on the film screening of *Because of the War* to spark a broader interactive conversation among all participants about ideas, questions and issues related to the film and the conference theme more generally. Each panelist will give a short presentation about their own work highlighting connections to the film. This conversation will help set the stage for our engagement in this session and those that follow with issues related to "Whose Knowledge Counts" across different disciplines and varied public sectors.

Organized by Osei Alleyne and Jasmine L. Blanks Jones

In what ways do we feel our creative processes constitute different forms of knowledge, both in practice with others?

7:00 PM, RECEPTION

7:00 PM TO 8:00 PM, MOSAIC HALL, PENN MUSEUM [PM]

Light refreshments provided. All attendees welcome.

Organized by Osei Alleyne and Jasmine L. Blanks Jones

NOTES



SATURDAY, FEBRUARY 24

7:30 AM Complimentary breakfast provided. All attendees welcome.

8:00 AM, POLITICS OF POSITIONALITY AND POWER IN RESEARCH AND PRACTICE

8:00 AM TO 9:00 AM, HOUSTON HALL, HALL OF FLAGS [HH]

Supriya Baily (*sbaily1@gmu.edu*) is a professor who teaches courses in international and comparative education, qualitative research methods and teacher education. Supriya Baily's research interests focus on gender, education and empowerment, the role of teacher agency towards social justice, and theorizing qualitative research methods.

Sharon Ravitch (*ravitch@gse.upenn.edu*) is a Professor of Practice at Penn GSE. Her research integrates the fields of qualitative research, international development, educational anthropology, and human development, and has four main strands: (1) Practitioner research to engender sustainable professional and institutional development, change, and innovation; (2) International applied development research that works from participatory, action, and applied ethnographic research approaches (projects currently in the U.S., Nicaragua, and India); (3) Ethnographic and participatory research, evaluation, and assessment; and (4) Leader education and professional development.

MODERATOR

Nora Gross (*ngross@gse.upenn.edu*) is a doctoral student pursuing a joint-degree in Education and Sociology. Using ethnographic, participatory, and multimodal methods, she researches understudied sources of educational inequality, most recently the impact of peer loss experiences on adolescent Black boys and their schools. She is the Co-Director of CAMRA (Collective for Advancing Multimodal Research Arts), a graduate student group at Penn, and a documentary filmmaker.

In this morning plenary session, we open day two's discussion by focusing on how our social positions relate to agency, access, and power in knowledge production. Our speakers will share stories from their respective participatory and ethnographic work in international contexts. Specifically, they will reflect on the relationship between their positionalities and the broader politics within which their projects are situated, provide initial insights on how they navigate these dynamics, and shed light on how their experiences deepen our understanding of democratizing education research and practice. Participants are invited to think and discuss alongside our speakers about how politics, positionality, and power influence "Whose Knowledge Counts" in the work that we do.

Session Format: This panel will be a relatively informal conversation between the 3 participants. A Q&A session will then take place. Written questions will be collected from the audience and brought to the moderator. This conversation will help set the stage for the following session on activism, research, and practice.

Organized by Jessica Peng and OreOluwa Badaki

How can we navigate our personal, social and/or institutional locations in our efforts to democratize knowledge production?

9:05 AM TO 10:45 AM, HOUSTON HALL, HALL OF FLAGS [HH]

Amy Brown (brownae@sas.upenn.edu) is an educational anthropologist whose research focuses on philanthropy, race, gender and teacher activism in U.S. urban schools. Amy Brown's teaching and research interests are motivated by a belief that public education and critical scholarship can aid in struggles for political and economic equity in the United States.

Elaine Simon's (esimon@sas.upenn.edu) research, teaching, and activism focuses on the intersection of communities and schools through the study of education policy and community organizing. As an urban anthropologist, Elaine uses ethnographic and participatory research methods as well as project-based pedagogy to contribute to activism for equitable education policy and community participation in education decision-making.

Todd Wolfson (wolfson@gmail.com) is an anthropologist whose research mixes traditional and cyber-based ethnography to focus on the intersection of new media and contemporary social movements. Todd Wolfson believes in the importance of engaged scholarship that leads to tangible action in the world, and to that end, serves as a co-founder of the Media Mobilizing Project, a Philadelphia-based organization that aims to use new media and communications to build a movement of poor and working people, united across color lines.

Jaskiran Dhillon (dhillonj@newschool.edu) is a first-generation academic, organizer, professor of global studies and anthropology, and a member of the New York City Stands with Standing Rock Collective who grew up on Treaty Six Cree Territory in Saskatchewan, Canada. Jaskiran Dhillon's previous work—including a critical, ethnographic account of state interventions in the lives of urban Indigenous youth—strives to foreground Indigenous resistance to, and theorizing of, climate change.

MODERATOR

Krystal Strong (kstrong@upenn.edu) is an anthropologist, organizer, and professor whose research and teaching focus on activism, the cultural and political power of youth, and the role of educational spaces as sites of political struggle with a geographic focus on Africa and the African Diaspora. Krystal Strong is actively involved in organizing work in her hometown, the city of Philadelphia, and brings this commitment to local communities and the lessons of community activism to bear on her scholarship and pedagogy.

Building on our conversation in the previous session, we ask how researchers and practitioners fight for the social causes they believe in while navigating the broader politics within the setting where they work. Our speakers will share stories from their experiences navigating different professional and political spheres in working for equity and justice. Speakers and participants are invited to map out the intersections between knowledge, activism, research and practice in their work and to co-construct new questions that prompt dialogue about the future of activism in research and practice.

Session Format: The session will begin with our invited speakers sharing short narratives about their experiences. This will be followed by breakout discussions and activities to bring to light key issues, concerns and ideas for next steps that we will continue to consider in the sessions that follow.

Organized by Carmen Delgado, Nora Gross, and OreOluwa Badaki

Prompts for Breakout Discussion

What do the terms – activism, research, practice, and knowledge – mean to you personally and what role do they play in your work?

What is the relationship between research, activism, practice and knowledge in your work? Do they intersect? If so, where and how?

Whose knowledge counts at those intersections?

What tensions exist at those intersections? What possibilities exist at those intersections?

ACTIVISM

RESEARCH

PRACTICE

KNOWLEDGE

11:00 AM, PERFORMANCE/INSTALLATION. AUTOETHNOGRAPHY AND MULTIMODALITY: YOUTH PERSPECTIVES IN CRITICAL TIMES FEATURING MOCAT

11:00 AM TO 12:15 PM, ROOM 110, ANNENBERG SCHOOL FOR COMMUNICATION [ASC]

MoCAT: Museum of Contemporary American Teenagers (<https://www.mocatpopup.org>) is a pop-up museum “by teenagers, about teenagers, for everyone.” It was created by high school students who were asked to design exhibits explaining American teen life and culture today.

MODERATOR

Rob Simon (rob.simon@utoronto.ca) is a professor who draws insights from practitioner research, critical literacy, and the arts to explore how educators develop understandings, curriculum, and pedagogy from students' diverse cultures, languages, and literacy practices. The aim of Rob's work, including *The Addressing Injustices Project* (www.addressinginjustices.com), is to re-imagine schools and classrooms as places oriented to increased equity and educational opportunity for all students.

In this popup museum, the teen creators of MoCAT, the Museum of Contemporary American Teenagers, will discuss the importance of a space dedicated to sharing exhibits created by teenagers. They will discuss the challenges of curating their museum, how they understand what it takes to be heard as teenagers, and how they are explaining American teen life and culture today through their exhibits. Themes include: gender and sexuality; self image; pursuit of college; acceptance; teens, tech and media; and today's stresses and coping mechanisms. Through analysis and discussion of these themes as they are presented through the exhibits, we will explore how teen knowledge counts in research and practice in the current moment.

Session Format: The opening panel will provide a general overview of the museum and its purpose including some of the exhibits which will not be highlighted in breakout presentations. Seven breakout presentations will follow where MoCAT presenters present more in-depth information about their artistic process, the potential messages which may be understood from their exhibits and engage in discussion about the theme of each exhibit as it relates to “Whose Knowledge Counts?”

Organized by David Lopilato and Jasmine Blanks Jones

How does teen knowledge count for how we think about youth and culture and critical times?

12:30 PM, KEYNOTE. SPEECH OR SILENCE: RIGHTS, RISKS, & RESPONSIBILITIES IN THE PUBLIC EDUCATION OF STUDENTS FROM MIXED-STATUS COMMUNITIES

12:30 PM TO 2:00 PM, HOUSTON HALL, HALL OF FLAGS [HH]

Ariana Mangual Figueroa (*amf@gse.rutgers.edu*) is an Associate Professor of Education at the Rutgers Graduate School of Education whose most recent ethnographic study examines the ways in which legal citizenship status shapes the lives of Latina girls inside and outside of school. Before becoming a professor, Ariana taught in NYC public schools as an ESL and Spanish teacher and co-founded the New York Collective of Radical Educators.

RESPONDENTS

Yolanda Gayol is a professor who develops transnational collaboration on inclusive literacy education.

María Hernández is a Latina mother with two children in the school system.

Robert Rivera-Amezola (*rrrivera@gse.upenn.edu*) is a digital literacy teacher at Francis Scott Key, a K-6 school serving a linguistically and culturally diverse student population in south Philadelphia.

Rob Simon (*rob.simon@utoronto.ca*) is a professor who draws insights from practitioner research, critical literacy, and the arts to explore how educators develop understandings, curriculum, and pedagogy from students' diverse cultures, languages, and literacy practices. The aim of Rob's work, including *The Addressing Injustices Project* (www.addressinginjustices.com), is to re-imagine schools and classrooms as places oriented to increased equity and educational opportunity for all students.

In her presentation, Ariana Mangual Figueroa will share from her ethnographic research focusing on how undocumented elementary school students make decisions about when to share or withhold their migratory status in conversations with peers and teachers. Attending to how and when elementary-aged students talk about their migratory status in school, she argues, can deepen our understanding of the school experiences of youth who often remain invisible to teachers and educational researchers. Her work provides important insight into how not only elementary school teachers, but public school and university educators more broadly can foster educational equity and inclusion for undocumented students.

Session Format: This 40-45-minute keynote will be followed first by four 5-minute responses from different locations of practice: the community activist, the teacher educator, the school-based practitioner researcher, the transnational perspective and then an open discussion among all participants.

Complimentary lunch provided. All attendees welcome.

Organized by Gordon Divine Asaah

How and when do elementary-aged students talk about their migratory status during everyday school activities, and why? How can information about the migratory status of elementary-aged students deepen our understanding of their educational experiences? In what ways might an understanding of the unique circumstances of undocumented students help public school and university educators to foster educational equity and inclusion in schools?

2:00 PM TO 3:30 PM, HOUSTON HALL, HALL OF FLAGS [HH]

Ariana Mangual Figueroa (amf@gse.rutgers.edu) is an Associate Professor of Education at the Rutgers Graduate School of Education whose most recent ethnographic study examines the ways in which legal citizenship status shapes the lives of Latina girls inside and outside of school. Before becoming a professor, Ariana taught in NYC public schools as an ESL and Spanish teacher and co-founded the New York Collective of Radical Educators.

María Paula Ghiso (ghiso@tc.columbia.edu) is a professor whose work focuses on collaborative inquiry and the multilingual literacies of transnational children. María Paula Ghiso's research interests also include young children's writing, critical literacies, multilingualism and university-school partnerships.

benjamin lee hicks (www.leehicks.weebly.com) is a visual artist, elementary school teacher and PhD candidate. They taught junior kindergarten - grade 6 in classrooms in the Toronto District School Board for 8 years prior to beginning graduate work in Curriculum Studies and Teacher Development at the Ontario Institute for Studies in Education, University of Toronto. benjamin is interested in how we might better support teachers to expect queerness and prepare for all gender identities in elementary school classrooms. benjamin's current research considers the potential of a decelerated, holistic approach to teacher professional learning about gender diversity and queering school space.

Holly Link (hlink@gse.upenn.edu) is the Director of Educational Programming and Research at the Centro de Cultura, Trabajo, Arte y Educación where she is developing a participatory research center for young people and adults through which they can promote social transformation and inform public policy.

Rob Simon (rob.simon@utoronto.ca) is a professor who draws insights from practitioner research, critical literacy, and the arts to explore how educators develop understandings, curriculum, and pedagogy from students' diverse cultures, languages, and literacy practices. The aim of Rob's work, including *The Addressing Injustices Project* (www.addressinginjustices.com), is to re-imagine schools and classrooms as places oriented to increased equity and educational opportunity for all students.

Building on Ariana Mangual Figueroa's keynote based on her work with teachers as well as undocumented youth and students from mixed status families, participants will discuss how they navigate issues of ethics and equity in their work, predominantly in multiracial/multicultural settings. Participants will also discuss how they navigate other issues—such as power, knowledge, identity, silences, and more—that arise during their work in schools and communities.

Session Format: This panel discussion will be led by keynote speaker Ariana Mangual Figueroa. A seat may be left open for forum participants to join the conversation at any time.

Organized by Gordon Divine Asaah

How do researchers, teacher educators, and practitioners navigate issues of ethics and equity while carrying out their social justice work? What other issues (for example, power, knowledge, identity, and silences) emerge during their work in schools and communities, and how do they navigate these?

3:45 PM TO 5:15 PM, ROOM 110, ANNENBERG SCHOOL FOR COMMUNICATION (ASC)

Chris Rogers (*christopher.r.rogers@gmail.com*) is the Public Programs Director at the Paul Robeson House, a Core member of Teacher Action Group Philadelphia, and a former school librarian and technology coordinator.

Luke Zeller (*luke.j.zeller@gmail.com*) is an English Teacher in Philadelphia at Science Leadership Academy at Beeber. He is interested in deep and balanced literacy education to inspire and prepare young people for their futures. This is Luke's 9th year teaching in Philadelphia.

Charlyn Griffith (*charlyn@wholistic.art*) is an interdisciplinary artist and social scientist who is deeply committed to naming frontline communities as impact makers in all areas of industry (particularly as it relates to development, education and art) and to doing thinking that supports sustainable and culturally responsible design and placemaking. Charlyn Griffith is a part of Wholistic, a queer, woman and POC led incubator of sorts. She is an active member of Soil Generation, a Black & Brown-led coalition of gardeners, farmers, individuals, and community-based organizations working to ensure people of color regain community control of land and food, to secure access to the resources necessary to determine how the land is used, address community health concerns, grow food and improve the environment.

Meegan Denenberg is the co-founder of Pipeline Philly and Meta Global, parent company to Little Giant Creative, a Philadelphia-based marketing and branding agency. She is the driving force behind Creative Cities Lab, the sister organization of LGC committed to racial and socioeconomic equity as cities invert and demographics shift via initiatives that include Institute of Hip Hop Entrepreneurship and A Dream Deferred. Meegan co-created Women Led Cities, an initiative that is a multi-part series of working conferences for women of all urban fields to come together and share ideas, tactics, and a unified vision towards city development and planning. LGC is a partner of S&R Holdings, a real estate initiative that focuses on properties in emerging neighborhoods that nurtures public engagement and local communities.

MODERATOR

Kathleen Hall (*kdhall@upenn.edu*) is a political anthropologist, professor, and photographer. Her research in the United Kingdom and the United States is concerned with issues of immigration, citizenship, and racialized politics of national belonging; education and social class; and quantification and the political rationalities of governance. (Previously listed as Ezekiel Dixon-Román.)

Given the issues concerning ethics discussed in the previous sessions, we ask how researchers and practitioners define, interpret, and use data to promote holistic, humane and humanizing experiences. Our speakers (teachers, students, artists, and activists local to the Philadelphia area) will share experiences and lessons from their various social locations about how they use data as a tool to move their social justice work forward rather than as a tool for marginalization, standardization, and dehumanization. Participants are invited to explore how critical engagement with data can help us better engage with the forum's central question of "Whose Knowledge Counts in Research and Practice."

Session Format: This session will begin with storytelling and crosstalk between speakers about how they use data in their specific contexts. There will then be breakout sessions in which audience members will engage in discussions, exercises, and activities lead by the speakers.

Organized by OreOluwa Badaki

How can we, as researchers and practitioners, use data to address issues of power, equity, and agency in our efforts to democratize knowledge production?

6:00 PM, DEBRIEF AND DISCUSSION

6:00 PM TO 7:00 PM, HOUSTON HALL, HALL OF FLAGS [HH]

FACILITATORS

H. Gerald Campano (*campano@upenn.edu*) is a professor who has been committed to creating opportunities for students to mobilize their identities and cultural resources in the literacy curriculum. His current project, a seven-year research partnership with a multiethnic, multilingual Catholic parish and its school and community center, explores how universities can foster sustained and ethical collaborations with community-based organizations, with particular emphasis on faith-based centers. The study examines the literacy practices and discourses employed when individuals negotiate social, cultural, linguistic, and institutional boundaries that promote educational justice and immigrant rights.

John L. Jackson, Jr. (*jjackson@sas.upenn.edu*) is a Dean and a professor of Social Policy and Practice, Communication, Africana Studies, and Anthropology. His research involves ethnographic methods in media analysis, the impact of mass media on urban life, mediamaking as a form of community-building and proselytizing among religious organizations, globalization and the remaking of ethnic/racial diasporas, visual studies and theories of reality, and racialization and media technology. John has produced feature-length fiction films, documentaries, and film-shorts that have screened at film festivals internationally.

Mariam Durrani (*mdurrani@hamilton.edu*) is an anthropologist, a teacher, a writer, a media-maker, a feminist, and a committed advocate for social justice who hopes to make a critical impact by shifting how research and public discourse engages with the category of 'Muslim', bearing in mind contemporary framings of the Muslim figure as the axis where questions of cultural difference, politics, and ethics meet. Mariam Durrani's research draws on multimodal and critical visual methodologies to bring together scholarship on transnational Muslim communities, migration and mobility, racial and gender-based approaches to (im)mobility, and neoliberalism and its institutions.

Arjun Shankar is an anthropologist, writer, media maker, and critical pedagogue.

Organized by Jasmine L. Blanks Jones

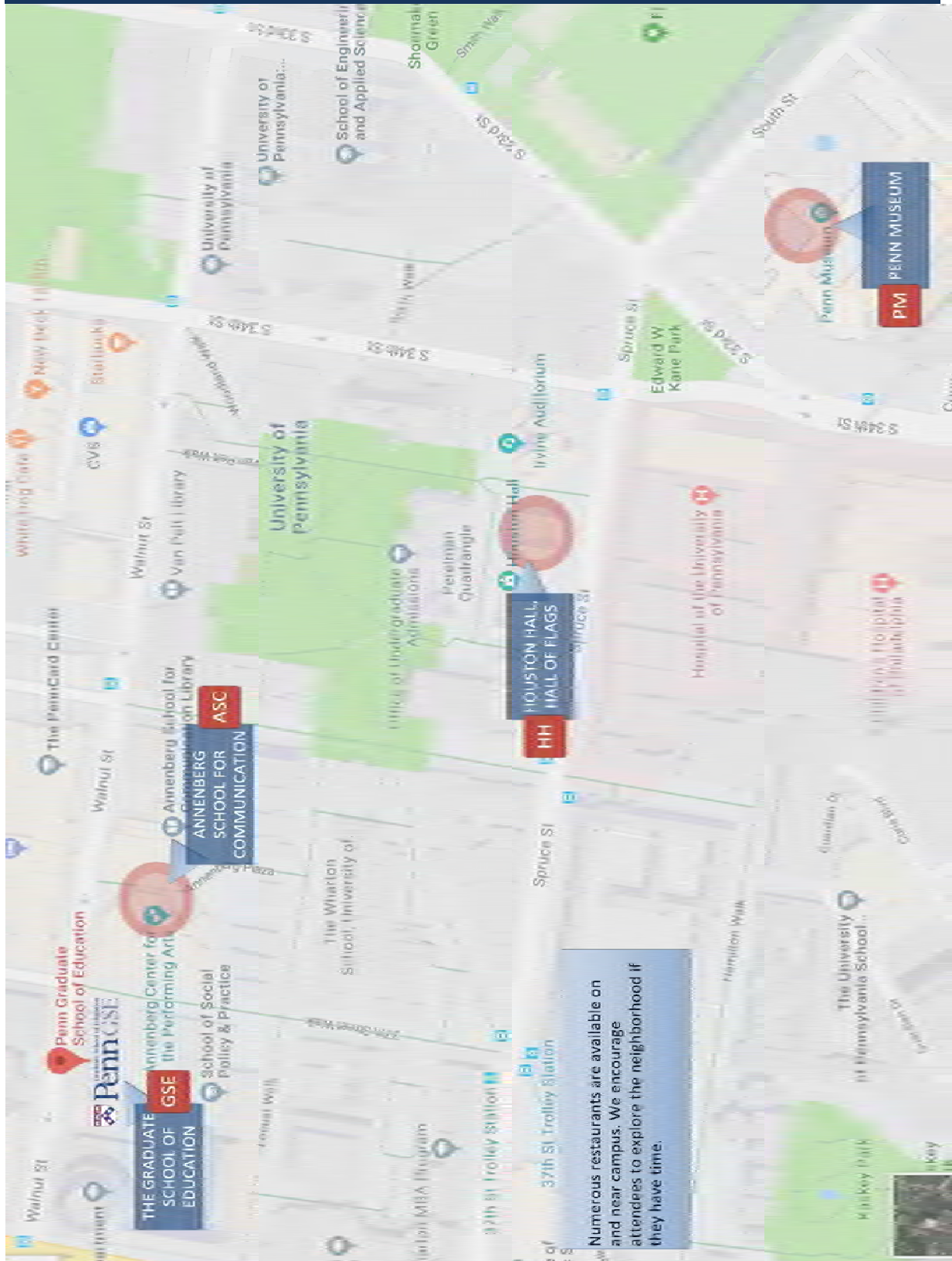
7:00 PM, DINNER

7:00 PM TO 8:30 PM, HOUSTON HALL, HALL OF FLAGS [HH]

All registered attendees welcome. Badge required.

Organized by Jasmine L. Blanks Jones

CAMPUS MAPS, KEY LOCATIONS



SPECIAL THANKS

EthnoFest is the result of the collaborative work of graduate students active with CAMRA and primarily from the Graduate School of Education, Annenberg School of Communications, and the Departments of Anthropology and Africana Studies. We extend our thanks to everyone who participated in and supported this collaboration.

STUDENT COORDINATOR

Jasmine Blanks Jones

PLANNING COMMITTEE

OreOluwa Badaki, Osei Alleyne (post-doc), Gordon "Dee" Asaah, Carmen Delgado, Jessica Peng, Rachael Stephens, Bethany Monea, Nora Gross, Tali Rosen, Marisa Gonzalez

FACULTY ADVISORS

Kathleen Hall (Convenor, Ethnography in Education Forum), John Jackson (advisor, CAMRA), Deborah Thomas, Gerald Campano (Convenor, Practitioner Inquiry Day), Alex Posecznick, Krystal Strong, Sharon Ravitch, Ezekiel Dixon-Román

ADMINISTRATIVE SUPPORT

Suzanne Oh

VOLUNTEERS



Heyang Liu, Janene Onyango, Kelsye Little, Laronnda Thompson, Lauren Matarazzo, Mary Yee, Mengdi Shao, Mingyuan Tian, Monique Perry, N. Hamida Toomey, Patty Lan, Ruoxi Li, Thomas Leischner, Uyen Hau, Xinyue Zhang, Xuning Zhang, Yun Chen, and the many other volunteers on the day of the conference.

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Melissa Skolnick, Videography and Photography, Social Media
Leniqueca Welcome, CAMRA website

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Hall of Flags IT Staff
Debra Williams and Deborah Porter, Annenberg School for Communication
Annenberg School for Communication IT
Agnès Leclercq-Randazzo, Bon Appetit Catering



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