



SAN DIEGO STATE UNIVERSITY

College of Education

DIÁLOGOS VIRTUALES

A COE Lecture/Discussion Series on Diversity, Equity, Inclusion & the Global in Education

Thursday, February 18, 2021, 12:00 – 1:10 PM (PT)

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"The K-12 Ethnic Studies Movement in California: Ethnic Studies Curricular Dimensions."

Dr. Trish Gallagher Geurtsen, UCSD

Dr. Miguel Zavala, CAL State LA

The struggle for Ethnic Studies has an over 50 year history in California, mostly in higher education. In the past decade, grassroots momentum has birthed a growing movement of Ethnic Studies into the K-12 sphere. Layers and crosscurrents of legislation, policy, school board (in)action, lawsuits, existing programs and curriculum, scholar activism, and profound social events have concurrently grown, stalled, and shaped the movement. The current moment is a contentious and hopeful space where curriculum and pedagogy have multiple dimensions that merit thoughtful analysis by ethnic studies scholars, teacher educators, K-12 students, and the communities ethnic studies aims to serve. This workshop will provide an overview of the present movements for Ethnic Studies in K-12 contexts, the common misconceptions of what is and what isn't Ethnic Studies, and will culminate with a conceptual framework for understanding the curricular dimensions of Ethnic Studies grounded in teachers' practices



About the Speakers

Tricia Gallagher-Geurtsen, Ed.D. began her education through learning from and supporting multilingual multicultural communities of color in San Diego and San Jose, California as a bilingual elementary school teacher. As an activist scholar, Tricia has researched bilingualism in public school classrooms in New York City, Salt Lake City and San Diego and requires her preservice university students to critically analyze how individuals and institutions must center the expertise and experiences of communities of color through anti-racist and anti-colonial pedagogies like K-12 ethnic studies. She is the author of (Un)knowing Diversity: Researching Narratives of Neocolonial Classrooms through Youth's Testimonios (Peter Lang). Tricia received her doctoral degree from Teachers College, Columbia University and is Lecturer at UC San Diego's Department of Education Studies, Chair of San Diego Unified School District's Ethnic Studies Advisory Committee, and a Lead Author for the Liberated Ethnic Studies Model Curriculum Coalition.

Miguel Zavala, Ph.D. grew up in Southeast Los Angeles. The son of Mexican immigrant industrial workers, he has dedicated a significant part of his life to education and community organizing. After obtaining his bachelor's degree in Philosophy from UCLA, he returned to his community as a teacher at Nimitz Middle School in the Los Angeles area. Building from his experience as a social studies and language arts teacher, he pursued graduate studies in the East Coast, where he obtained a Master's degree from Cornell University; thereupon he returned to California and completed his Ph.D. in Education at UCLA. Miguel has engaged in community organizing, helping build teacher-led organizations in South Los Angeles. Over the last decade he has held leadership positions in the California Chapter for the National Association for Multicultural Education (CA-NAME). Over the past 12 years Miguel has been supporting teachers as a teacher educator, having taught at California State University, Fullerton, Chapman University, and now California State University, Los Angeles. He is currently Director of the Urban Learning Program, which serves over 400 undergraduate and teacher credential candidates. The Urban Learning program centers culturally responsive, sustaining, and re-rooting practices in the preparation of teachers. His research centers on the intersection of literacy, learning, and community organizing. His recent publications include Raza Struggle and the Movement for Ethnic Studies, Rethinking Ethnic Studies (co-edited with scholar activists and teachers), and Transformative Ethnic Studies in Schools (co-authored with Christine Sleeter).