Speaking Truth to Power:
Rethinking/Relearning Diversity in a Post-9/11 World

UMBC
Sponsored by the USM Faculty Initiatives Committee

Roger Wilkins, Clarence J. Robinson Professor of History and American Culture, George Mason University

During the Johnson administration, Wilkins served as assistant attorney general. In a distinguished journalism career, he has written for both the *New York Times* and the *Washington Post*, and he was associate editor of the *Washington Star*. While on the editorial page staff of the *Washington Post*, he shared a Pulitzer Prize in 1972 for Watergate coverage with Woodward, Bernstein, and Herblock. Wilkins served as chair of the Board of Trustees of the Africa America Institute and is a member of the board of the NAACP Legal Defense Fund. He holds a law degree from the University of Michigan. His book *Jefferson's Pillow; The Founding Fathers and the Dilemma of Black Patriotism* was published in 2001 and won the 2002 New Atlantic Independent Booksellers Association Book Award for Adult Non-Fiction.
University System of Maryland
Third Faculty Conference

Program

Saturday, October 15

8–8:45 a.m. Registration and Continental Breakfast (Atrium)
8:45–10:15 a.m. Welcome and Keynote Address (Room 105)

WELCOME
Dr. Jerome Miller
Chair
Faculty Initiatives Committee
USM Diversity Network

OPENING REMARKS
Dr. Freeman Hrabowski
President
University of Maryland, Baltimore County

INTRODUCTION
Dr. William E. Kirwan
Chancellor
University System of Maryland

KEYNOTE ADDRESS
Dr. Roger Wilkins
Award-winning journalist, civil rights advocate,
former assistant attorney general

CONFERENCE OVERVIEW
Dr. Fred L. Pincus
Chair
Program Committee

10:15–10:30 a.m. Break
10:30–11:45 a.m. Concurrent Paper Sessions I
12 noon–1 p.m. Lunch and Informal Discussions
1:15–2:30 p.m. Concurrent Paper Sessions II
2:30–2:45 p.m. Break
2:45–4 p.m. Concurrent Paper Sessions III
4–5 p.m. Reception and Informal Networking
I-1. Difficult Dialogues: Faculty from the African Diaspora Address Resistance in the Classroom (Room 206)

Moderator: Leonie J. Brooks, Towson University

And Some of Us Are Brave . . . : Addressing Resistance in the Classroom

Leonie J. Brooks, Towson University

Courses that challenge students to surpass their cultural encapsulation often engender significant resistance. The presenter will share her experiences with teaching students in multicultural counseling courses at a predominantly white university. She will highlight strategies used to create a safe space in the classroom, address students’ fears and resistance, and facilitate cultural self-exploration.

Moving Beyond Political Correctness

Esther Wangari, Towson University

Faculty persons of color often face considerable opposition when confronting students’ resistance to examining diversity. The presenter will share the experiences she has had while teaching women’s studies courses from a global perspective. She will share methods used to penetrate “politically correct dialogue” and manage the complex issues of language, accent, and identity.

Diversity Matters at a Historically Black University

Rolande Murray, Coppin State University

Diversity at a historically black college or university is not a matter of black and white. To the presenter, a Caribbean-born female, this issue is quite salient in daily interactions with students. The challenge is to promote an environment where psychology is used to teach students to see the world from multicultural and multiethnic perspectives.

We Shall Overcome: Working with “Reluctant” Students and Colleagues

Deborah G. Haskins, Loyola College

Resistance to diversity can come from both faculty and students. The presenter will share her experiences designing and teaching diversity in psychology courses for students at varying levels of diversity awareness, knowledge, and skills, while managing her department’s lack of awareness of the unique dynamics that emerge in these courses.
Reflections of the State of Black Baltimore and Implications for African Americans

Moderator: Leontye L. Lewis, Coppin State University

Making It Work: Effective Strategies for Educating Our Children
Leontye L. Lewis, Coppin State University

A review of the pedagogical strategies employed by those involved in the academic preparation of children in Baltimore City reveals that “great things are happening.” Vignettes from two successful schools support strategies for success that involve student-centered extended curricula, student-centered pedagogical strategies, parent involvement initiatives, and the higher education continuum.

Challenging and Overcoming the Results of Cultural Conflict in Urban Classrooms: Patterns of Resilience in Baltimore Women
Juanita Ashby Bey, Coppin State University

This research explored the disparities of growing up in the inner city, attending schools that have continued to fail to produce consistent success, and the family structures that exist in this environment. Further, the research highlights the success of individuals who have managed to defy the odds and expectations of many.

Charm City’s Captivating Women of Color
Stephanie Johns Hawkins and Lori Scales Harris, Coppin State University

This presentation highlights the unique and diverse experiences of women of African descent within the Baltimore area. These women work, play, rest, worship, suffer losses, make life transitions, heal, build intimate life-supporting relationships, and contribute their unique and diverse backgrounds to the areas of health, education, spirituality, and sisterhood in Baltimore.

Black and White English in Baltimore
Nwachi Tafari, Coppin State University

This presentation is a study of the connection between the acceptance of “Black English” and the “success” students achieve in their developmental English courses. It is a study of Dr. John Ogbu’s theory of cultural inversion and attempts to explain how Ogbu’s theory, although valuable, fails to fully explain the achievement gaps of African Americans in the U. S. education system.
Baltimore and the Drug Epidemic

Rolande Murray, Coppin State University

The problem of substance abuse and addiction continues to increase throughout the country. Within the African American community, reported rates are disproportionately higher. This presentation will examine the drug epidemic in Baltimore City and its effect on public health, crime, and other social issues.

Reforms in Educating African American Males in Baltimore City Public Schools

George Taylor, Coppin State University

Achievement gaps have shown a steady increase among African American males in most urban school districts. The same trend is evident in Baltimore City public schools. This presentation outlines specific strategies, involving all segments of the community, for closing the achievement gap.

I-3. The Political Economy of Diversity (Room 203)

Moderator: John Sinnigen, University of Maryland, Baltimore County

The Political Economy of Diversity

John Sinnigen, University of Maryland, Baltimore County

This panel is based on the premise that all cultural analysis, including the analysis of diversity, is necessarily intercultural. The panel, following Immanuel Wallerstein and Pierre Bourdieu, is also based on the understanding that culture designates hierarchy as well as difference, the two aspects of Pierre Bourdieu’s “distinction”—difference and superiority.

The Same-Sex Marriage Movement as Anti-Systemic: A Liberal Dream Within a Heterosexist Paradigm

Lauren Alexander, University of Maryland, Baltimore County

Proponents of the same-sex marriage movement view same-sex marriage as the pathway to social and political equality for gays and lesbians. Some gays and lesbians, however, argue that same-sex marriage would only reinforce the heterosexist system. The presenter will explore both sides of this debate and how it creates a “culture trap” that weakens the movement.

Identity, Commodity, or Hegemony? Music as a Tool of Sociocultural Distinction in Algeria

Chaye Parker, University of Maryland, Baltimore County

Both hailing principally from Algeria, raï music and the new Kabyle song are representations of Maghrebi culture that have gained visibility in the world music industry. This session will examine the issues of identity and hierarchy at play within the genres and how songs are adapted for a global audience.
“The Hispanic Challenge” Revisited in the Context of the Capitalist World System

Sarah Saxer, University of Maryland Baltimore County

In his article “The Hispanic Challenge,” Samuel Huntington asserts that Mexican immigrants, unlike earlier, mostly European immigrants, threaten the social fabric of the United States by their refusal to assimilate into mainstream society. The presenter argues that the lack of integration displayed by Mexican immigrants is best understood in light of a system, characterized by a capitalist, global economy, that deliberately bars their assimilation.

I-4. Teaching About Music, Film, and Literature (Room 204)

Moderator: Darrell Newton, Salisbury University

The Music of the Civil Rights Movement, 1957–67

Jaqueline Kane-Parnham, University of Maryland Eastern Shore

This presentation asserts that music from 1957–67 used in spirituals provided the public with a rhetorical self-identification that refuted traditional political limitations from African Americans. The music paralleled the internal motivation (emotional need, social frustration, and perceived state) and political motivation (legal inequalities) with applied musical dynamics for greater communication.

Independence Day: What Are We So Afraid Of?

Karen E. Rayn, Salisbury University

The use of the 1995 film Independence Day in a first-year composition class is a way of examining our own post 9/11 stereotypes and assumptions. The film also shows how we as a society portray our “enemies” in very specific ways designed to make hating and killing them easier.

Diversity’s Classroom Face: The Academic Ghettoes in Our Heads

Nick Melczarek, Salisbury University

Misperceptions and definitions of diversity often lead college and university departments with diversity literature curricula to specifically hire those who embody the subject matter—ghettoizing those who teach these literatures and wrapping essentialism in the guise of diversity. The presentation suggests a reevaluation of the essentialism buried in these rationales, so that conflicting messages about diversity no longer are sent to students.
I-5. Teaching About 9/11 (Room 105)

Moderator: Christine Clark, University of Maryland, College Park

Blackout: Urban Youth Speak Out About September 11 and the War on Terror
Helen Bond, University of Maryland, College Park

The presentation addresses the following questions: What meanings, if any, do urban black youth ascribe to September 11? How do they remember the historical event and in what ways has it shaped their lives as one of the most vulnerable groups in the nation? Research findings and recommendations will be shared.

9/11 as Multicultural Text: Embedded Narratives of the World Trade Center
Lee Ellen Harper, University of Maryland, College Park

This presentation describes a workshop that introduces students to the concept of embedded, multicultural narratives, with different perspectives threaded through a dominant or common 9/11 narrative. It suggests that the way in which students read the narratives may depend on where they were at the time and whether 9/11 occurred during their college experience or earlier.

The Holocaust as Humanities Studies: Interpreting Contemporary Diversity in Post 9/11 America
Lisa Bernstein and Theodore Stone, University of Maryland University College

Typically, Holocaust courses are framed as history or Jewish studies on U.S. campuses. The presenters argue that a Holocaust studies course conceived as humanities education can address the diversity challenges in today’s politically and ideologically polarized society and thus provide students a foundation for interpreting contemporary moral and political responsibility.

I-6. Muslim Students and Diversity on College Campuses (Room 438)

Moderator: Sidney Walker, Bowie State University

Religious Oppression: Muslim Students in the United States Post–September 11
Virginia Rodino, Bowie State University

No abstract submitted.
Meeting the Needs of the Muslim College Student

Tammy Gharbi, Salisbury University

Since 9/11, Muslim college students are busy proclaiming who they are not—or trying to be invisible—without forging an identity based on who they are. Their unique needs are within reach of today’s diverse campuses, and Muslim students have much to gain both in and out of the classroom.

Multiethnic Groups and the Achievement of “Authentic Diversity” in Higher Education

Phyllis B. Freeman, Towson University

This presentation will explore conceptual frameworks that invite inquiry about a multiethnic approach to diversity. Noteworthy will be the inclusion of whites as members of multiethnic groupings. Practical implications will be explored in relation to student learning outcomes. Concepts from philosophy, cultural studies, ethnic studies, etc., will be highlighted.

12 noon–1 p.m. LUNCH (Atrium)

Informal Discussion 1: Gender—Baxter Wright, facilitator (Room 203)
Informal Discussion 2: Sexual Orientation—Sivagam Subbaraman and Christine Clark, facilitators (Room 204)
Informal Discussion 3: Hurricane Katrina and Diversity—Helen Bond and Kate Woodward, facilitators (Room 206)
II-1. Modern Languages and Linguistics: A Multidirectional Approach to the Intercultural Curriculum (Room 203)

*Moderator: Judith Schneider, University of Maryland, Baltimore County*

**The Intercultural Living Exchange**

*Judith Schneider, University of Maryland, Baltimore County*

No abstract submitted.

**Talking About Identity in SPAN 304: Spanish for Heritage Speakers (SHS)**

*Ana Maria Schwartz, University of Maryland, Baltimore County*

SHS classes address the linguistic needs of Latinos who are, to various degrees, bilingual in English and Spanish. In SPAN 304 at University of Maryland, Baltimore County, students explore nationality, race, and ancestry issues in the Latino community. The discussions motivate them to articulate and negotiate their identity as individuals and as U.S. Latinos.

**Combining Theory and Practice in the Intercultural Communication Master’s Degree Curriculum**

*Ed Larkey, University of Maryland, Baltimore County*

The Master of Arts program has developed curricular innovations to help domestic and international students acquire practical skills in intercultural filmmaking, policy issues, and training. The program grounds students in the theoretical and methodological foundations to prepare them for global encounters in the 21st century.

**An Intercultural Graduate Studies Journey**

*Elisabeth Arevalo-Guerrero, University of Maryland, Baltimore County*

In this personal narrative on her experience as international student and teacher, the presenter addresses the various ways in which diversity is present in both these roles as well as on campus. She describes how this presence has inspired and enriched her professional and personal life.
II-2. Building Religious Tolerance in the United States  (Room 105)

*Moderator: Karen Rayne, Salisbury University*

**Unburning the Cross—Lifting the Veil on Christian Privilege and White Supremacy in the United States and Abroad: Building Multicultural Understanding of Religion, Spirituality, Faith, and Secularity in Educational and Workplace Settings**

Christine Clark, University of Maryland, College Park

In much the same vein as Peggy Macintosh’s work on male privilege and white privilege, this presentation will identify strategies for creating an inclusive educational or work environment that supports and values the identities of Christian and non-Christian students and employees, while addressing the overt and subtle forms of discrimination that primarily affect non-Christians.

**Diverse Approaches to the Divine: Prophetic, Poetic, and Philosophic Paths**

Christos C. Evangeliou, Towson University

This presentation will examine the textual and historical roots of monotheistic intolerance, as expressed particularly in Christianity and Islam. Fanaticism is fed apparently by prophetic utterances and leads to martyrdom of the believers and to terrorism of the post-9/11 world. The contrast between this approach to the Divine and that of tolerant polytheism, as evidenced by the playfulness of poetic texts and the serenity of philosophical texts, will be stressed as an antidote to religious fanaticism and intolerance.

**Metaphors of Religion: Paths to Understanding**

Joby Taylor, University of Maryland, Baltimore County

This presentation proposes a pedagogy for cultivating religious pluralism with three key components: education, exposure, and openness. Drawing upon the rich store of religious symbols, the presenter considers the usefulness of the metaphors “pluralism as a pilgrimage” and “pluralism as *rite de passage*” as a means of making this pedagogy resonate with persons of diverse faiths.
II-3. Disability and Ally Development in Higher Education  (Room 438)

Moderator: Morad Eghbal, University of Baltimore

Disability and Higher Education: Where Are We and Where Do We Need to Go?”

Michael Romary, University of Maryland, Baltimore County

This presentation will review two major surveys of how well higher education provides access to those considered disabled. The presenter proposes that the USM conduct a similar survey for all its campuses. Additional suggestions to provide for a thorough and efficient treatment of services will be made.

Graduate Program for Advancing Undergraduates and Graduates from Diverse and Disability Groups (GPA–US/G)

Michelle Pointer, Coppin State University

This presentation will outline a creative, five-state partnership building process. The subsequent operation of a federally funded grant and the positive impact on students from diverse and disability groups will be discussed. Unique features of GPA–US/G and student testimonials will be shared. Funding sources and GPA–US/G project information will be distributed.

Ally Identity Development: Selfish, Altruistic, or Social Justice?

Keith E. Edwards, University of Maryland, College Park

This presentation explores a conceptual model of identity development process for allies for social justice as a framework for developing more effective allies. Despite best intentions, some allies collude with oppression and experience burnout. Others are more effective and maintain a sustained commitment to social justice.
II-4. Racial Profiling, Ethnoviolence, and Workforce Development  (Room 206)

*Moderator: Natalie Sokoloff, John Jay College of Criminal Justice and, University of Maryland, College Park*

**Racial Profiling: Then and Now**

*Debbie Seeberger, Towson University*

Historically, racial profiling related to the unfair treatment of Blacks by police. Since 9/11, racial profiling has included Arab Americans, Arabs, Muslims, and “Arab-looking” individuals. This discussion will include the new term “Islamophobia.” The presenter will share statistical data on the number of reported incidents of discrimination against this new group of individuals and the rationale for this racial profiling.

**Campus Ethnoviolence**

*Howard J. Ehrlich, The Prejudice Institute, Baltimore*

This presentation will review the research on hate crimes and ethnoviolence on campus. The focus will be on prevalence, perpetrators, and victims and victim trauma. The presenter will discuss the role of “campus climate” and administrative response to hate crimes and will describe a model for the management of campus ethnoviolence.

**Cultural Change and Workforce Development Programs in Baltimore**

*Ashutosh Raina, Towson University*

A good workforce development policy is imperative for Baltimore’s long-term economic development. The paper presentator suggests a strategic and integrated approach to workforce development programs in Baltimore.

II-5. Out-of-Classroom Diversity Experiences  (Room 204)

*Moderator: Patrick Toney, Bowie State University*

**Memories of the Civil Rights Era in an Urban Catholic Parish: A Collaboration Between Towson University and St. Mary’s of Govans**

*Elizabeth Clifford with Danielle Ford, Jessica Reitz, and Maria Willbanks, Towson University*

This presentation discusses the St. Mary’s Oral History Project. Students interviewed parishioners of a diverse urban parish about their memories of the church’s integration during the civil rights era. The presenters discuss the students’ findings and how the interviews helped students and parishioners better understand this important era.
How to Help Student Volunteers Become a Part of the Community They Serve (and Live In)

Nadine Finigan, Johns Hopkins University

It is up to us to educate our students not only in the classroom but also about how what they learn in the classroom and do in their lives affects their lives and the lives of others. This workshop shows how to develop a training protocol for volunteers that gets them to become more a part of the community in which they live.

II-6. Black Males and the Urban Classroom  (Room 208)

Moderator: Fred Pincus, University of Maryland, Baltimore County

A Comparative Study of the Perceived Experiences of Black Male Student–Athletes Attending a Historically Black University Compared to Those Attending a Predominantly White University

Wardell Johnson, Eastern Kentucky University

The subjects for this study were ten black male student-athletes from two NCAA Division I-A universities—five from a historically black university and five from a predominantly white university. These students-athletes were interviewed to access their perceptions in and out of the classroom.

My Dawg’s Blacker Than Your Dawg: The Myth of Black Male Cultural Authenticity

Darrell Newton, Salisbury University

As hip-hop culture has become more popular, there has been a re-emergence of “authentic” notions of the Black male experience. Subsequently the once-threatening “gangsta” has become the ghetto-fabulous darling of popular culture, reinforcing yet another stereotype. As these notions are glamorized, ethnic diversity must be reemphasized within a multitude of educational environments.

The R.A.P. Way to Enhance Motivation and Respect in the Classroom

Rosalyn Swiggett, Student, University of Maryland, College Park; and Dr. Helen Bond, Faculty Sponsor, University of Maryland University College

This presentation introduces a classroom strategy that increases motivation and mutual respect in a middle-school classroom serving a low socio-economic community. This motivational model may be useful in higher educational settings that serve at-risk populations. The establishment of peer models and a caring learning community are primary program goals.
III-1. Cross-Cultural Teaching and Globalization  (Room 105)

Moderator: Morad Eghbal, University of Baltimore

Learning About Race Across Cultures

Cecilia Rio, Towson University

This presentation will focus on how understandings of race relations in both the United States and Brazil can evolve and change through faculty participation in international education programs, resulting in a potential shift in academic discourse.

Globalization: Successful Integration Into University Courses

Katherine Woodward and Rana Khan, University of Maryland University College

This presentation examines how effectively global concepts have been incorporated into online courses, with the purpose of examining approaches to integrating global concepts in a way that encourages students to develop a deeper global perspective in their area of study. After differentiating globalization from the interrelated terms “diversity” and “multiculturalism,” the presenters use student data from university-wide course evaluation questions on globalization and intercultural perspectives to compare student attitudes with elements of course descriptions and syllabi.

Teaching the Social Structure of a Vertical Society to Horizontal Society Students Through Polite Language Usage in Japanese

Yasuko Nadayoshi Walcott, University of Maryland, Baltimore County

It is essential for Americans to master gender-specific polite language if they want to function as responsible adults with language fluency in Japan. A language instructor needs to emphasize this concept, because such language usages are extensions of social, cultural, and interpersonal relations of this vertical society.
III-2. Teaching About Gender  (Room 206)

Moderator: Helen Bond, University of Maryland University College

Feminism and Diversity: An Intersectional Approach

Natalie J. Sokoloff, John Jay College of Criminal Justice and University of Maryland, College Park

This presenter will describe how she teaches about feminism and diversity in her classes using an intersectional analysis. She will show how the way women’s lives are structured and marginalized through race, class, ethnicity, gender, sexuality, and immigrant status is important in her classroom work.

Raising Awareness About Gender in an Undergraduate Diversity Class

Fred L. Pincus and Fran Cramblitt, University of Maryland, Baltimore County

The presenters will describe how a sociologist and a social worker teach undergraduates about gender by combining experiential activities with statistical tables and a solid intellectual analysis.

III-3. Teaching Diversity  (Room 208)

Moderator: Baxter Wright, Frostburg State University

The Impact of Diversity Upon Curriculum Design

Jim Chen and Ernesto Santos-DeJesus, University of Maryland University College

Different cultures sit at different points on a cultural value spectrum. Moving toward the opposite ends of the value scale promotes mutual understanding and creates a harmony. The consideration of the individual/group value and the change/stability value in curriculum design enhances student learning and helps student success.

Training Faculty for Diversity Infusion in the Undergraduate and Graduate IT Curriculum

Goran Trajkovski, Towson University

The presentation suggests methods for diversity infusion in the IT-related part of the undergraduate and graduate curriculum. It is an overview of workshop training modules and activities for raising peer awareness.
Using Online Education to Teach the Value of Political Diversity: Teaching French Foreign Policy to Contemporary American Students

Richard Schumaker, University of Maryland University College, and Marco Maertens, formerly of University of Maryland University College

The Franco-American political conflict over the invasion of Iraq has evolved into a generalized bias against the French at many levels of the U.S. political spectrum. This anti-French bias can undermine reasonable discourse in the classroom. This session will demonstrate pedagogical strategies educators may use to promote rational, civil dialogue.

III-4. Selected Topics on Diversity-A (Room 203)

Moderator: Datta Khalsa, University of Maryland, Baltimore County

Race, Sex, Class … and Species? Reflections on Exploitation and Liberation

Patrice Jones, University of Maryland Center for Environmental Science

This presentation asks: Why does the FBI classify the Animal Liberation Front as a terrorist organization although it rejects violence? Why do some feminists consider sexism and species-ism aspects of the same problem? Is racism rooted in the exploitation of earth and animals? How might the liberation of animals free people?

Diversity Issues in a New York State Border Town

Thomas R. Scheira, University of Maryland University College and Medaille College; Glen McClary and Scott Fike, D’Youville College

This presentation addresses the views of multiculturalism in Canada as they differ from those in the United States, and the implications this has for the Canadian classroom teacher. Canadians see themselves by ethnic identity first and as Canadian second; there is a clear clash of cultural identity when the students are “new immigrants” rather than Europeans.

Pan-Bantuist Globalization and Africa at the End of the Blackout

Zekeh S. Gbotokuma, Morgan State University

African and other developing countries have some reasons to fear globalization. This problem is solvable through Pan-Bantuist or All-Peoples Globalization, i.e., a golden-rule and human rights–based globalization.
III-5. Selected Topics on Diversity-B  (Room 204)

**Moderator: Alcott Arthur, Coppin State University**

**Survey Research Affirming Diversity in the Classrooms Across Two USM Campuses: Dual-Degree Sociology and Social Work Alumni**

L. Jay Bishop, University of Maryland Eastern Shore; Liddell L. Madden, Salisbury University; Alan B. Kirk, Kennesaw State University

Authors will present the results of a survey of social work/sociology dual-degree African American alumni at University of Maryland Eastern Shore, a historically black university, and Salisbury University. The survey is designed to determine whether or not diversity is affirmed in the classrooms of two universities in the same system.

**Attempts at Reforming the Meaning of Justice in the Academy: Conservative Funding, Conservative Activist Centers, and the University, 1953–2005**

Steven Selden, University of Maryland, College Park

Over the past 50 years, conservative activist groups have received more than $18 million for the production of neoconservative college guides and curriculum evaluations. This presentation analyzes the Olin, Bradley, and Castle Rock Foundation support for these neoconservative attempts to reform the public’s understanding of affirmative action and the undergraduate curriculum.

III-6. Selected Topics on Diversity-C  (Room 438)

**Moderator: Nicholas Plants, Prince George’s Community College**

**Tapping Into Students’ Experiences: Experiential Activities on Diversity for the Classroom**

Adriana Medina, University of Maryland, Baltimore County

The goal of this presentation is to offer some experiential activities that can be used in the classroom. First, the steps to guide an experiential activity will be discussed: giving instructions, guiding the activity, and debriefing. The presenter will then demonstrate two or three activities.

**Cross-Cultural Reading When Speaking Truth to Power: The Art of Paraphrasing as Practiced by Actors in the Theatre**

Barry K. Smith, Towson University

Paulo Freire showed that reading the cultural worlds of the oppressor and the oppressed helped the Brazilian peasants speak truth to power. The art of paraphrasing, as practiced by actors, focuses on the stages of reading that lead to authentic truth and power—a balance between the cultural worlds of self and other.

4–5 p.m. INFORMAL RECEPTION (Atrium)
USM Faculty Initiatives Committee
Jerry Miller, Salisbury University, Chair*
Alcott Arthur, Coppin State University*
Joanna Basuray, Towson University
Helen Bond, University of Maryland University College*
Jim Chen, University of Maryland University College*
Christine Clark, University of Maryland, College Park
Morad Eghbal, University of Baltimore
Fred L. Pincus, University of Maryland, Baltimore County*
Maryam Rahimi, University of Maryland Eastern Shore
Lee Richardson, University of Maryland, Baltimore
Ernesto Santos-DeJesus, University of Maryland University College*
Debbie Seeberger, Towson University (Chair, USM Diversity Network)*
Sivagam Subbaraman, University of Maryland, College Park*
Patrick Toney, Bowie State University
Goran Trajkovski, Towson University
Kwaku (Sidney) Walker, Bowie State University*
Evangeline Wheeler, Towson University*
Kate Woodward, University of Maryland University College*
Baxter Wright, Frostburg State University

USM Diversity Network
Debbie Seeberger, Towson University, Chair
Marie Billie, University of Maryland Eastern Shore
Kevin Carreathers, Salisbury University
Christine Clark, University of Maryland, College Park
Kathy DeShong, University of Maryland Biotechnology Institute
Tammy Flowers, University of Maryland, Baltimore
Glen Issac, Bowie State University
Luke Jensen, University of Maryland College Park
Adrienne Mercer, University of Maryland Baltimore County
Dennis Mesko, University of Maryland Center for Environmental Science
Jerry Miller, Salisbury University
Ernesto Santos-DeJesus, University of Maryland University College
Karla Shepherded, University of Baltimore
Thomas Terrell, Coppin State University
Martha Warren, University System of Maryland
Robert Waters, University of Maryland, College Park

*Program Planning Committee