

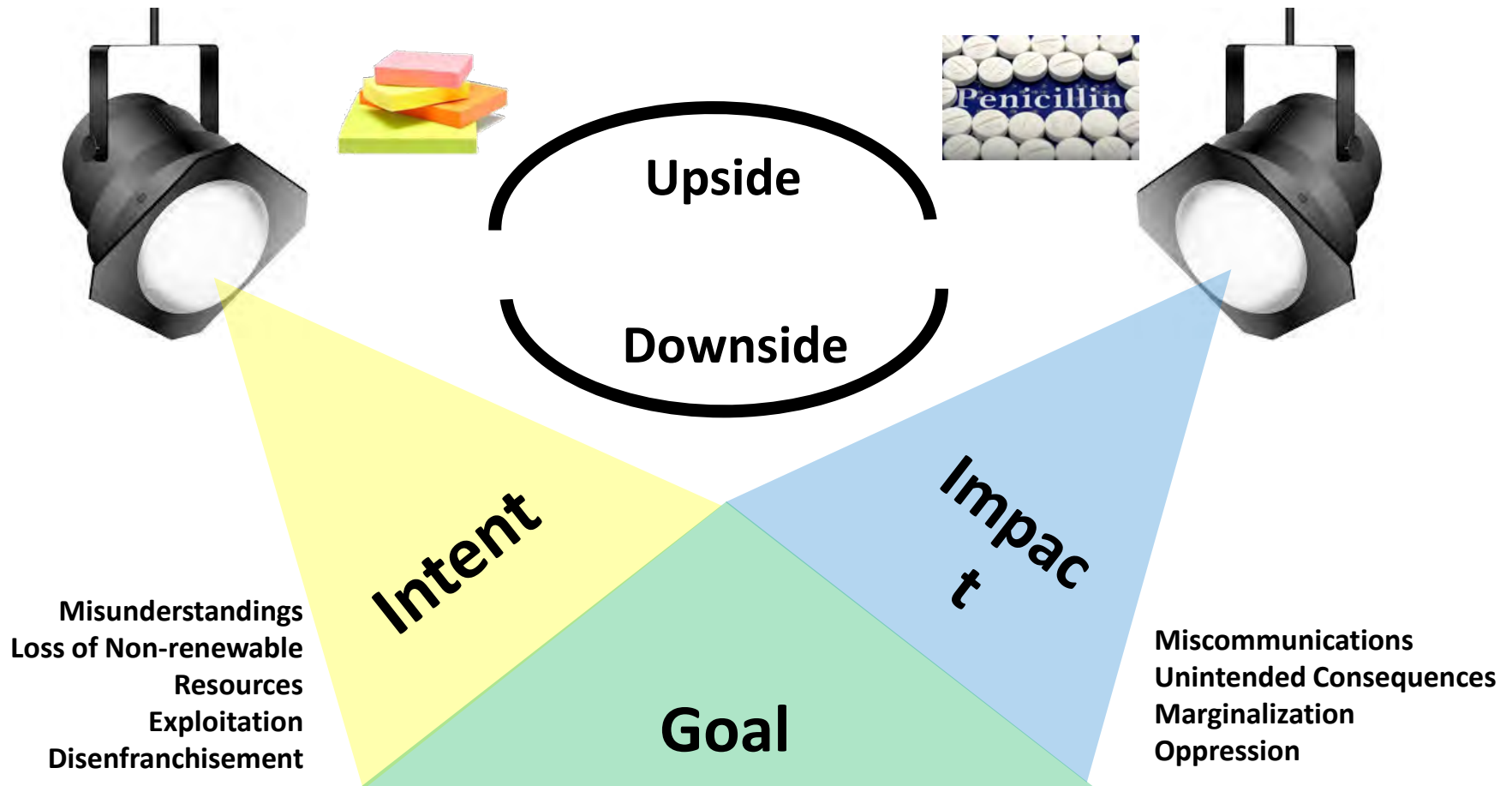


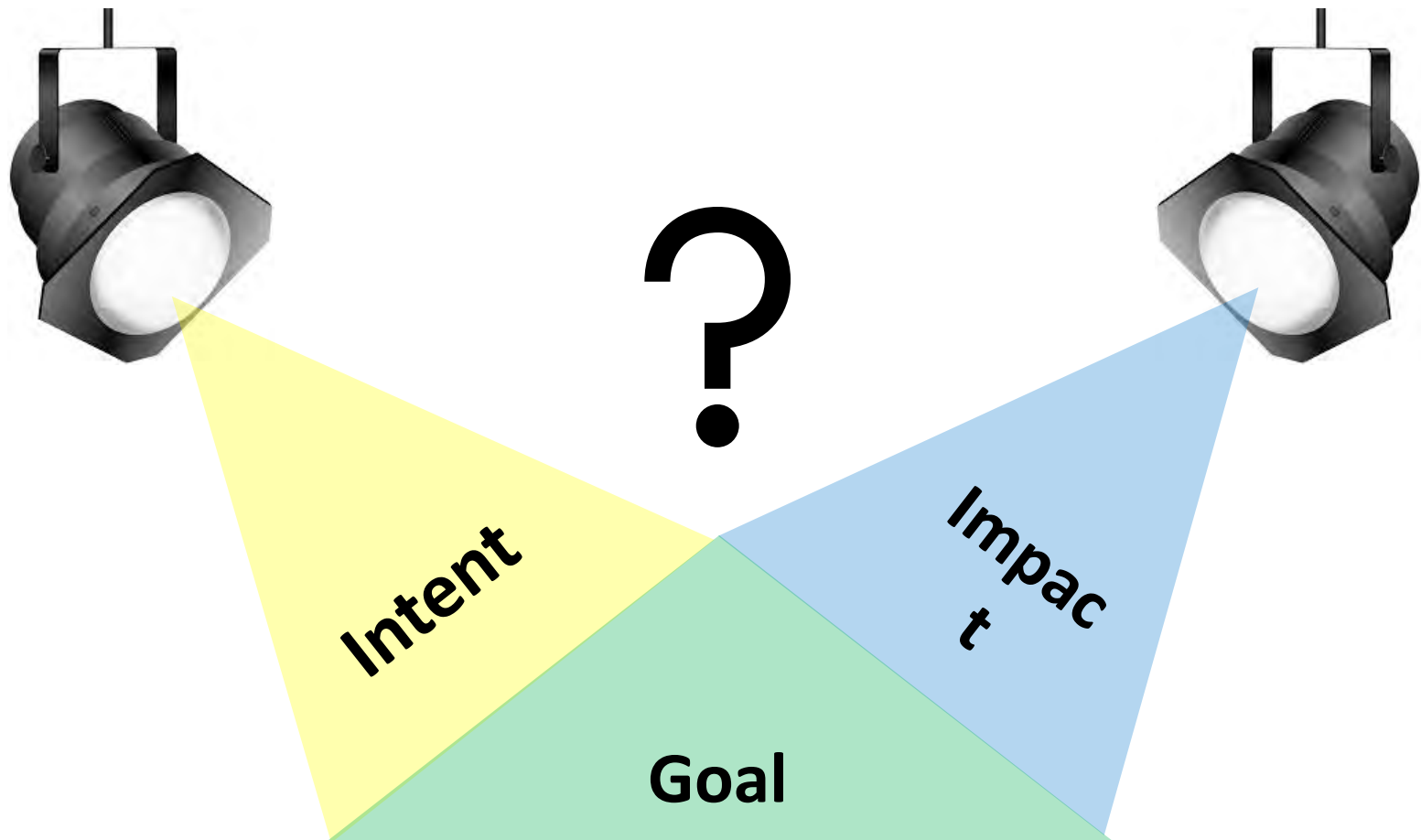
Expanding Cultures:

How where I come from informs where I am going and how I will get there

Chanel Beebe

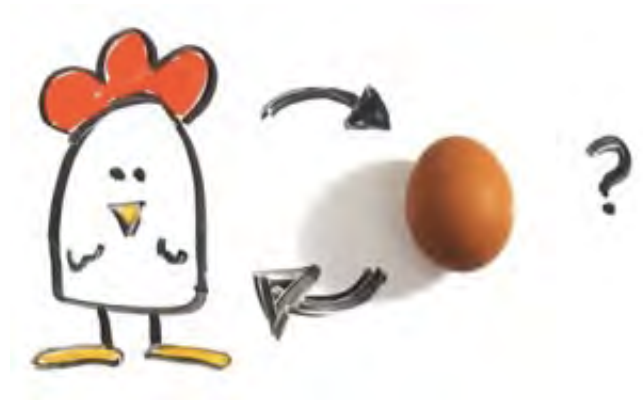
August 2019





Chanel Beebe

- Detroit Native
- Artist, Poet, Maker, Educator
- Industrial Engineering Bachelors of Science
 - University of Michigan – Ann Arbor '14
- CEO and Founder of Beebe Arts LLC
- Thought Leader for the Cultural Hackathon (NAMEPA)
- Industrial Engineering Master's Student (Purdue University)
- Engineering Education Ph.D. Candidate (Purdue University)



<https://www.google.com/url?sa=i&source=images&cd=&ved=2ahUKEwjfx7Wj4f3jAhWUGM0KHTkrBzgQjRx6BAGBEAQ&url=https%3A%2F%2Fwww.brainpickin.gs.org%2F2013%2F02%2F01%2Fwhich-came-first-the-chicken-or-the-egg%2F&psig=AOvVaw335bT-uh1ac2pBaTfVA3Mb&ust=1565713976992370>

Culture → Behaviors?



Expanding Cultures:

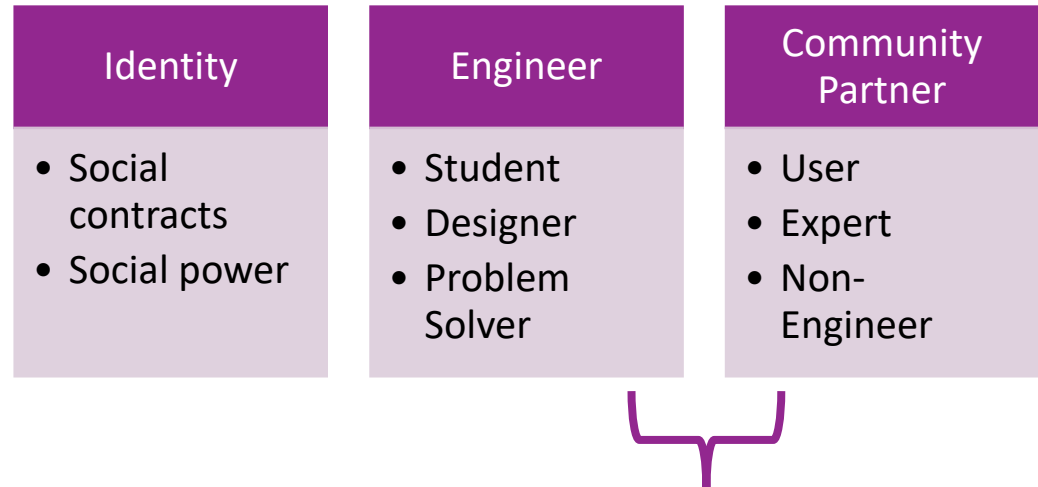
How where I come from informs
where I am going and how I will
get there

Functions of this Presentation

- Positionality Statement
- Teaching Philosophy
- Research Statement
- Introduction of a new Framework for understanding culture and its implications
- Means of Discussion on the overlap of **teaching, learning, scholarship, and engagement**

Why Positionality?

- **Positionality** is the practice of a researcher delineating his or her own position in relation to the study, with the implication that this position may influence aspect of the study, such as the data collected or the way in which it is interpreted.



Social Distance

the perceived or desired degree of remoteness between a member of one social group and the members of another, as evidenced in the **level of intimacy tolerated between them.**

<https://doi.org/10.1002/9781118663219.wbegss619>

Why does Social Distance Matter?

- Normative Social Distance
 - Insider/Outsider
- Prejudice
- Intent vs. Impact
- Privileges and Power

“Engineering Privilege” (Beebe, In Progress)

- How knowing is prioritized
- What type of concerns are valid
- What money initiates projects
- Problem Solving and Decision Making

How do I know?

- Major functions of privilege:
 - “Normal”
 - Invisible Centering
 - Silent Systemic Mechanisms



How to know if I am disenfranchising? <https://i.ytimg.com/vi/m3-hY-hlhBg/maxresdefault.jpg>

How to see the space between my intent and impact?

How to have more intentional and effective interventions?

How to have more equity within and around the institutions I find myself in?

Reflection

- Intentional articulation of personal truths
- Surfacing of implicit values and behaviors
- Similar to Problem scoping phase of design process



<https://www.pghcitypaper.com/pittsburgh/the-american-woman-project-seeks-to-highlight-black-women-but-a-similarly-titled-cnn-project-could-overshadow-it/Content?oid=6249842>

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Beebe Arts LLC

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Intersectionality Theory

- Must look at more than one variable at a time
- Variables work together to form social identities
- “Interlocking systems of oppression”

Black Women

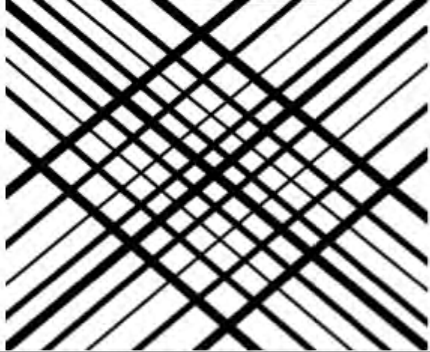

Artists

Engineers

Black Engineers

Entrepreneurs

Collins, P. H., & Bilge, S. (2016). *Intersectionality*. John Wiley & Sons.

Intersectionality is like	Assemblage is like
	
Perhaps it is not so easy to parse identities out or see where they collide	And they are more entwined than parallel

<https://queerfemmetalk.wordpress.com/2015/01/26/against-inclusion-re-centering-race-in-queer-analysis/>

Assemblage Theory

- Valuable in articulating cultural complexity
- fluidity, exchangeability, and multiple functionalities.
- relationships of component parts are not stable and fixed;
 - rather, they can be displaced and replaced within and among other bodies, thus approaching systems through relations of exteriority
- assemblages are effective in their practicality; assemblages, though fluid, are nevertheless part of historically significant processes

Deleuze, G., and F. Guattari. 1987. *A Thousand Plateaus*. Minneapolis: University of Minnesota Press.

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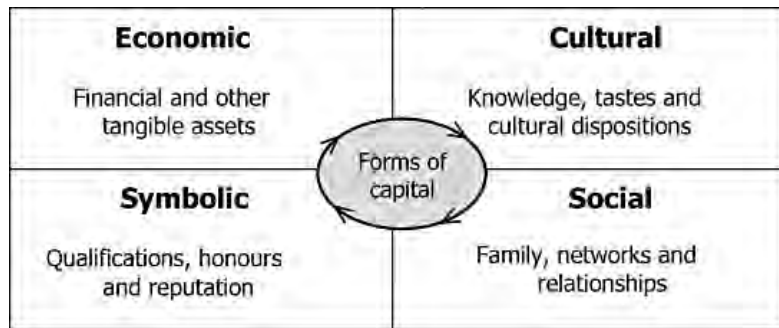
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Potential Limitations of Assemblages

- Continuous concept of time
 - Little Space for Conflict or Event based shifts
- How to Visualize?
- How to speak for “My Culture”?

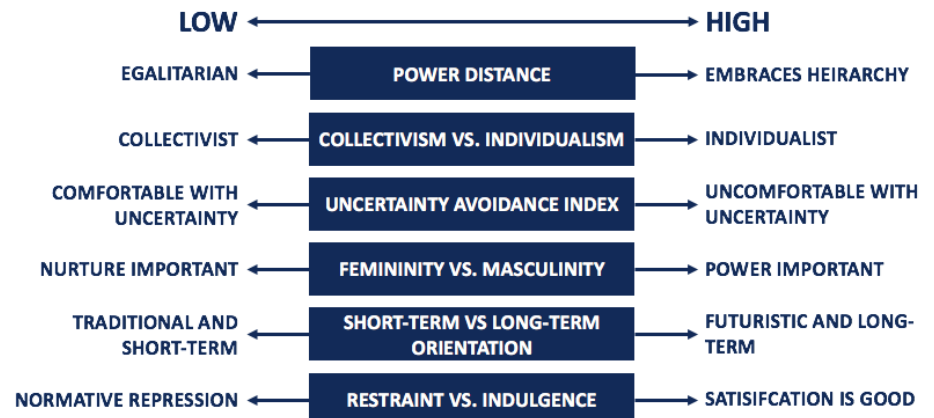
Bourdieu's Concept of Cultural Capital



https://www.researchgate.net/figure/Bourdieu's-Concept-of-Capital-SourceAdapted-from-Maclean-et-al-2006_fig1_228026709

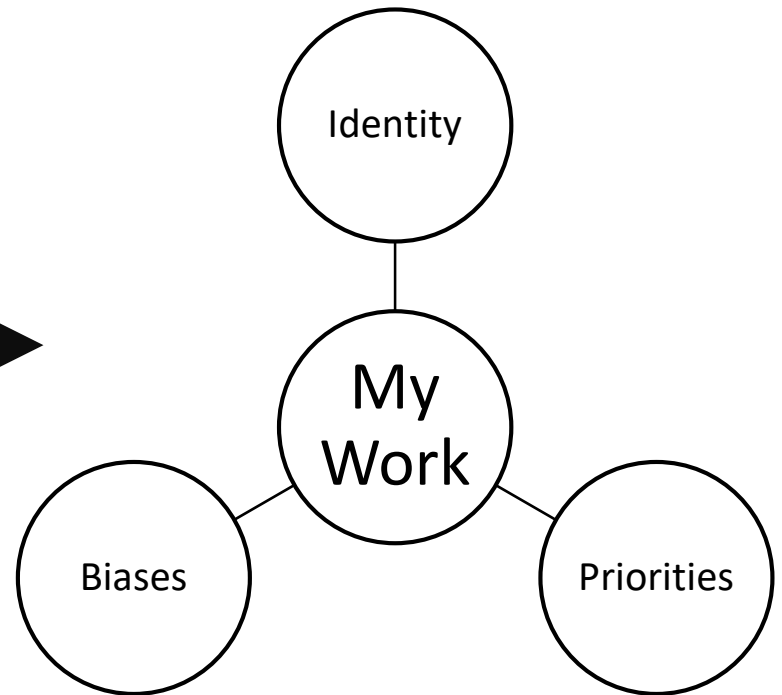
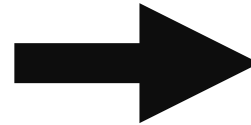
Theories of Culture

Hofstede 6 Dimensions of National Culture



<http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1014&context=orpc>

Gabby's Theory of Culture*



*featured in special edition presentation

Gabby's Theory of Culture* Applied

Step 3: Negotiations

What guiding principles are utilized within my experience of these groups?

Sankofa (Go back and get it)
Ubuntu (I am because we are)
Dewey: Continuum of Education
Experiential Learning Models
Culturally Responsive Teaching
Critical Race Theory

Step 4: Application

How do these principles impact my teaching, scholarship and engagement?



Sankofa (Go back and get it)
Ubuntu (I am because we are)
Dewey: Continuum of Education
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*featured in special edition presentation

Dewey: Continuum of Education

Experiential Learning Models

Culturally Responsive Teaching

Critical Race Theory

Dewey: Continuum of Education

- Learning Extends beyond the Classroom
- understanding the students' past experiences
- Formal and Informal Contexts matter
- “Educators must first understand the nature of human experience”

How do these principles impact my teaching, scholarship and engagement?



How does the student see themselves within the world?



Meta-Experience of Education



Concerns outside of the Classroom

Dewey, J. (1938/1997). *Experience and education*. Macmillan.

Dewey: Continuum of Education

Experiential Learning Models

Culturally Responsive Teaching

Critical Race Theory

How do these principles impact my teaching, scholarship and engagement?



Experiential Learning Models

- Application of skills of knowledge
- Real world context



Doing as Learning

- Perspective Taking



Role of Reflection and Sense-Making



More Knowledgeable Other (Vygotsky)

- Community of Practice

Smith, M. K. (2001). David A. Kolb on experiential learning. Encyclopedia of informal education, 1-15. Retrieved from <http://www.infed.org/b-explrn.htm>.

Dewey: Continuum of Education Experiential Learning Models Culturally Responsive Teaching Critical Race Theory

How do these principles impact my teaching, scholarship and engagement?



Culturally Responsive Teaching

- Validating
- Comprehensive
- Multi-Dimensional
- Empowering
- Transformative
- Emancipatory



Successful learners and socially responsible human beings



Links success to cultural competencies



Challenges Status Quo

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

Critical Race Theory

- Centrality of Race to Society
- Interest Convergence
- Critiques of Liberalism
- Counter story-Telling
- Commitment to Social Justice

Dewey: Continuum of Education Experiential Learning Models Culturally Responsive Teaching Critical Race Theory

How do these principles impact my teaching, scholarship and engagement?



Historically based in the experiences of non-dominant cultures



Committed to changing lived experiences



Prioritizes counter-narratives

Delgado, Richard, and Jean Stefancic, eds. *Critical race theory: The cutting edge*. Temple University Press, 2000.

Ladson-Billings, G., & Tate, W. F. (2016). Toward a critical race theory of education. In *Critical race theory in education* (pp. 10-31). Routledge.

Dewey: Continuum of Education

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**Relational and
Based in Explicit
Context**



**Considerate of
Whole Student**



**Communal and
Communicative**



Dewey: Continuum of Education

How does the student see themselves within the world?

Meta-Experience of Education

Concerns outside of the Classroom

Experiential Learning Models

Doing as Learning & Perspective Taking

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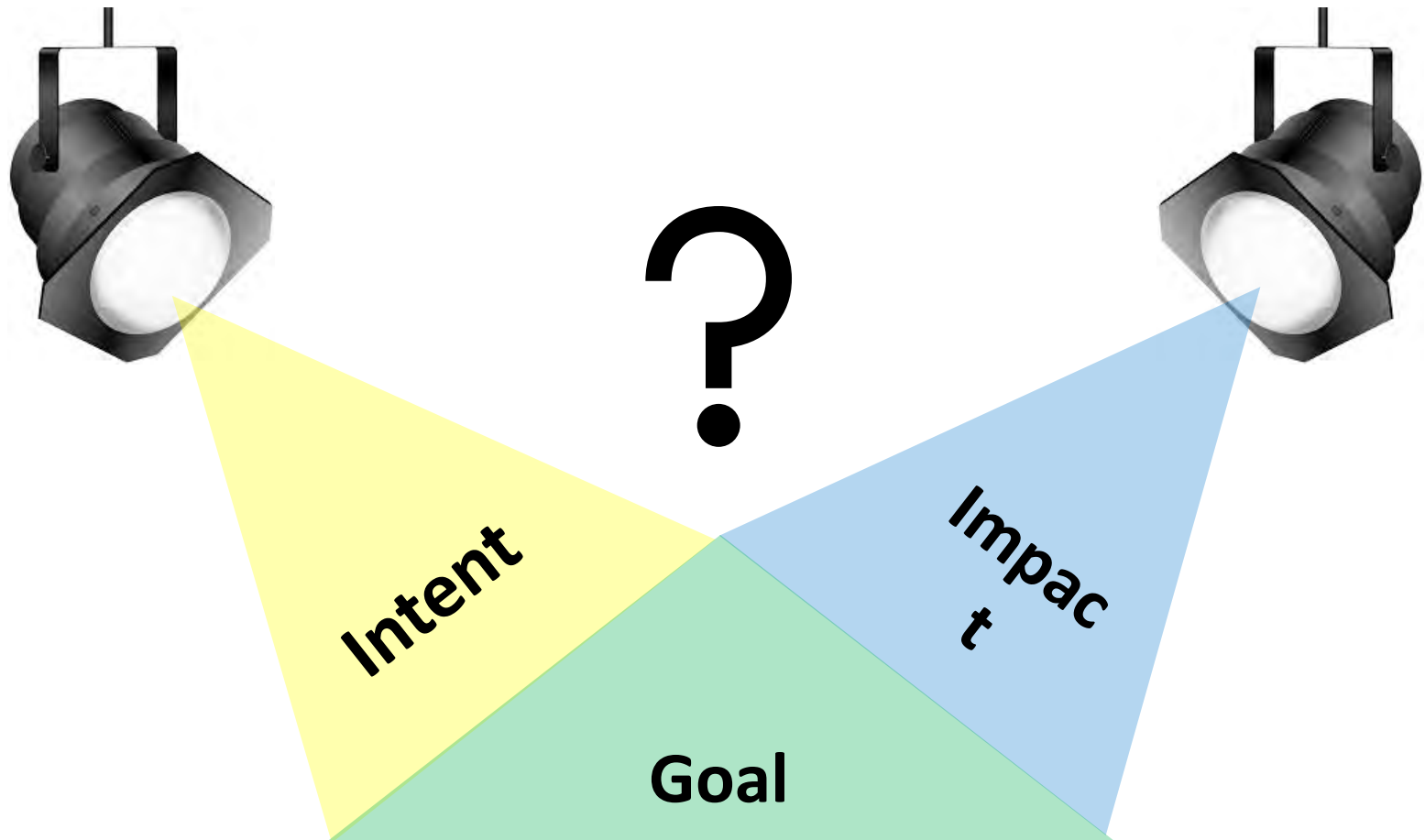
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Step 4:

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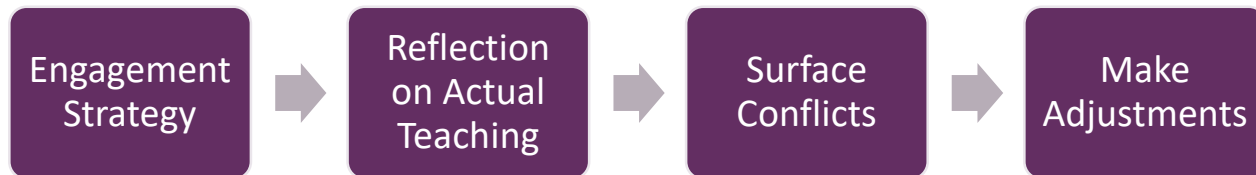
**Communal and
Communicative**



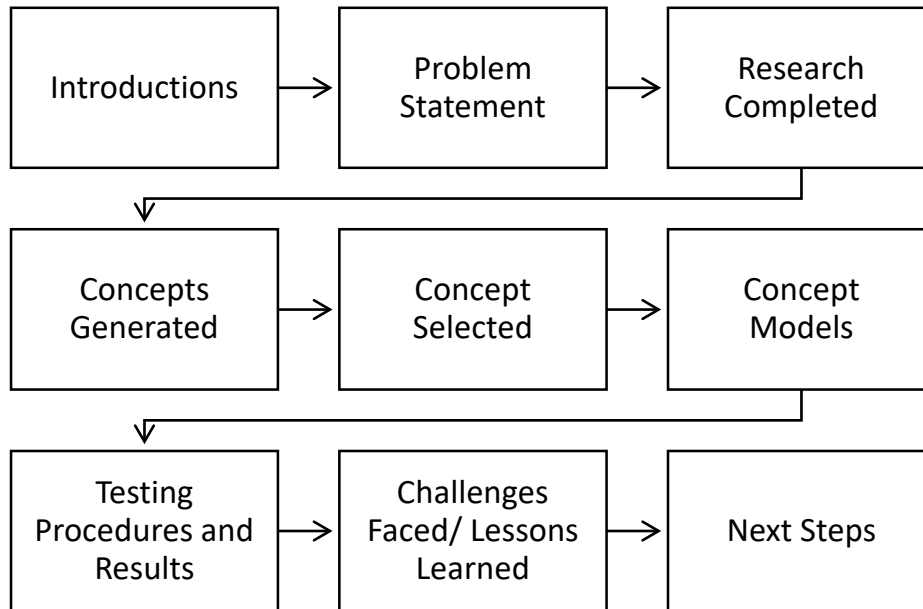
Engagement Strategy

Pedagogical Decisions

**Relational and Connecting Patterns
Timing and Flow of Concepts
Content and Enduring Outcomes**



The Cultural Hackathon

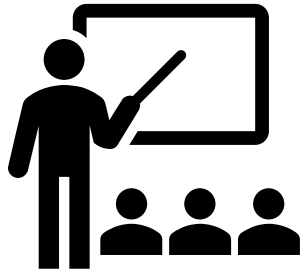


Social Problem Solving

- Students
- Community Partners
- Company Representatives
- University Representatives

Cultural Hackathon Profiles

Date	Host	Duration	Students	Student Level	Community Partners
Summer 2017	Purdue MEP Summer Program	1 Week	17	HS Juniors	0
Fall 2017	Purdue MEP Seminar	1 Semester	30	College Freshmen	5
Spring 2018	Purdue Engineering Thriving and Leadership	½ Semester	6	College Students	4
Spring 2018	Detroit Historical Museum	1 Week	11	HS Juniors and Seniors	4
Summer 2018	Purdue MEP Summer Program	1 Week	25	HS Juniors	0
Fall 2018	Purdue Engineering Thriving and Leadership	½ Semester	4	College Students	4
Fall 2018	Purdue MEP Seminar	1 Semester	30	College Freshmen	6
Spring 2019	Detroit Historical Museum	1 Week	12	HS Juniors and Seniors	4
Spring 2019	Purdue Diversity Resource Office	1 Day	40	College Students	0



**Relational and
Based in Explicit
Context**



**Considerate of
Whole Student**



**Communal and
Communicative**



How does the
student see
themselves within
the world?

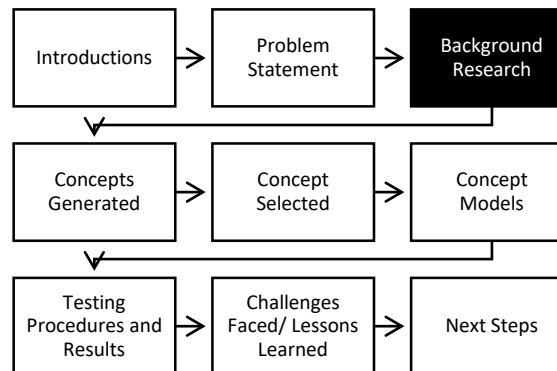
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Successful learners
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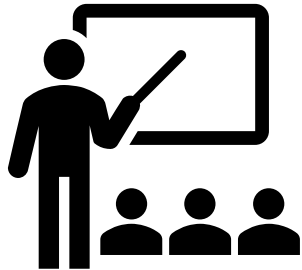
What are you interested in?
What problems in your community concerns you most?
Which Community Partner would you like to work with?



Co-Design

Collaborative Problem Solving

Critical Co-Existence



**Relational and
Based in Explicit
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**Considerate of
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**Communal and
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Meta-Experience of
Education

Role of Reflection &
Sense-Making

Links success to
cultural
competencies

Committed to
changing lived
experiences

Voluntary Spaces

Reflection

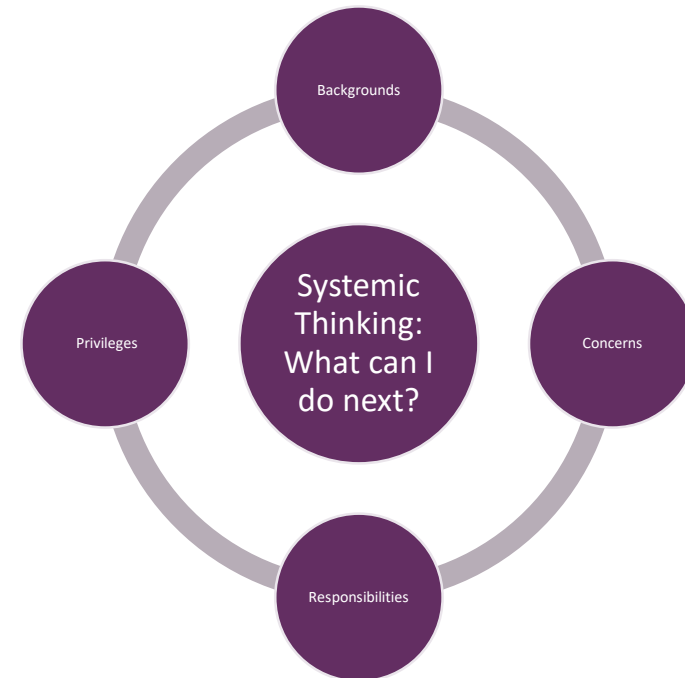
Pen and Paper Writing

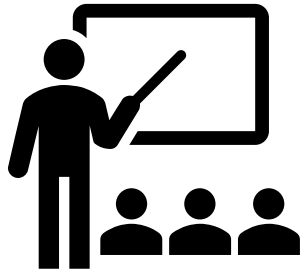
Consistent Small
Report Outs

Emphasis on names

Firm Encouragement

Talk alouds





Concerns outside of
the Classroom

More
Knowledgeable
Other (Vygotsky) &
Community of
Practice

Challenges Status
Quo

Prioritizes counter-
narratives

Relational and
Based in Explicit
Context



Considerate of
Whole Student



Communal and
Communicative



What are you interested in?

What problems in your community concerns you most?
Which Community Partner would you like to work with?

Consistent Small
Report Outs

Community Partner

- Self
- Pre-Determined
- Stakeholder

Accountability

Presentation

Community
Conversation

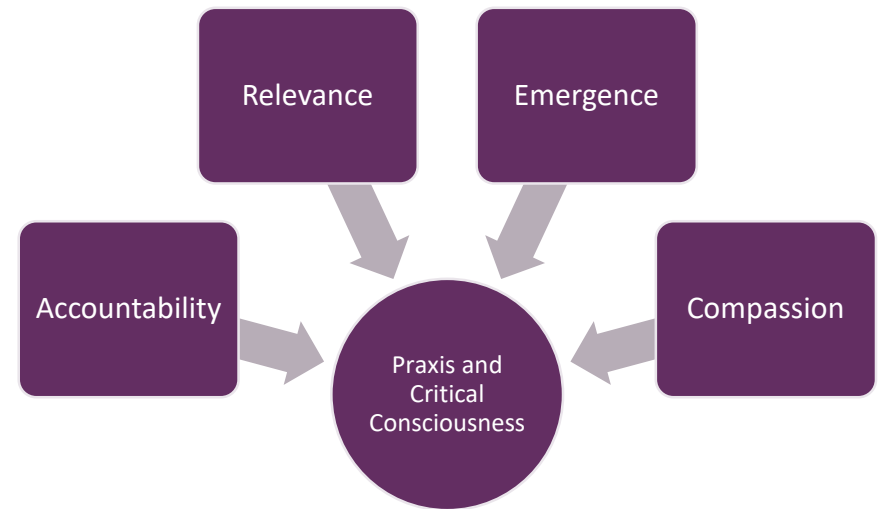
person/group or people

do, be, or have something

in some improved way (safer, more fun, easier)

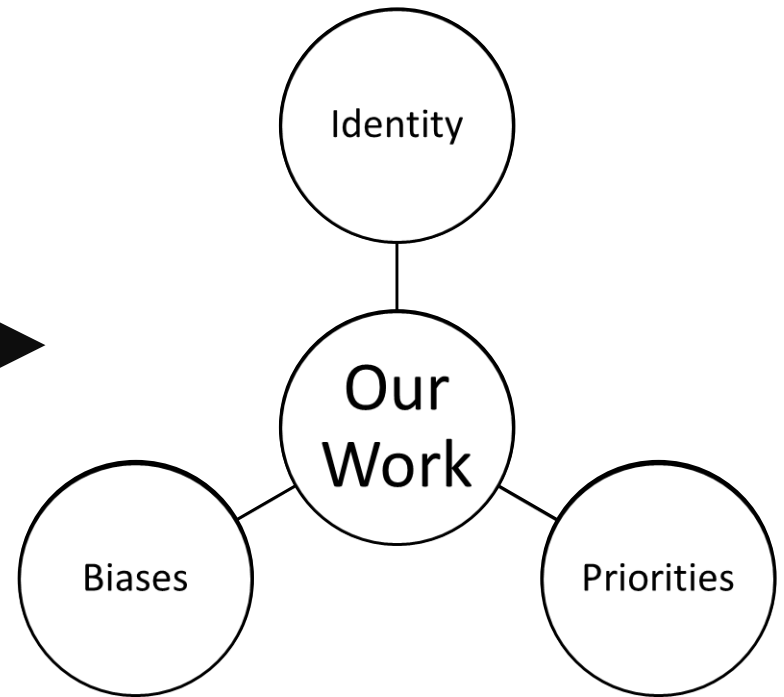
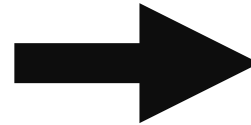
What comes from this sort of reflection?

Culture Group	Expectations
Self	Connection, Creativity
Family	Education, Financial Stability, Connection
African Americans	Change, Improvement, Connection
Detroiters	Doing, Production, Progress
Artists, Makers, Poets	Creativity, Building,
Engineers	Improvement, Production,
Educators	Education, Caring, Improvement, Progress



My Priorities

Gabby's Theory of Culture



What can others learn from this?

- Tools and Prompts for Reflection
- Means of more genuinely connecting values and outcomes
- Example of Social Justice Priorities baked into programming
 - All are welcome vs. made with you in mind
- Reflection on how we wield institutional and professional privileges
 - Intentionally or unintentionally

How do my identities impact:



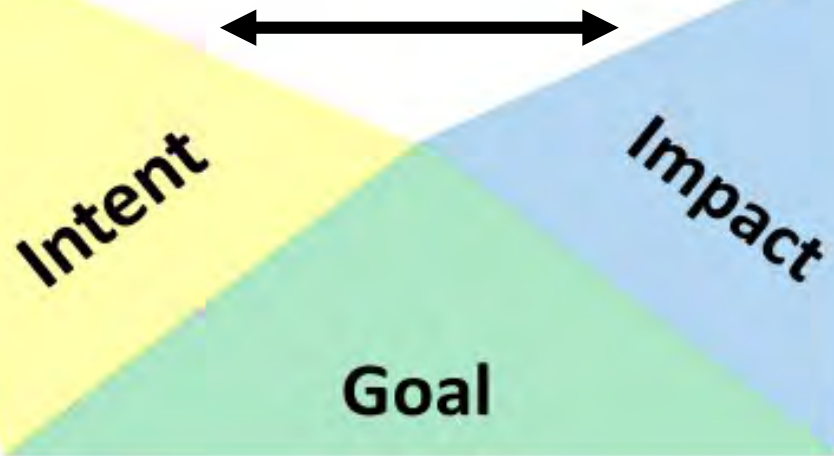
What's Missing?

- Privileges and Biases
 - Additional Reflection Questions
 - What groups are you “technically” a part of but don’t consider?
 - How does membership in those groups interact with the others?
- Silent Identities
 - Researcher
 - American
 - Capitalist

Gabby's Theory of Culture Next Steps

- More Reflections and Testing of Theory and Tenants
- Use within Conflict
 - Alternative Step 4:
 - How do these principles impact my survival? Self-concept? Ability to work? Etc.....
 - What conflicts arise between these expectations?
 - How are these conflicts triggered, mitigated or intensified?
- Alternative Context
 - Starting with event/conflict, how to work backwards and identify expectations and culture groups
- Connections to Existing Theories?

Intentional Trans-contextual Reflection



Comments, Ideas, Suggestions, Questions?

Chanelmbb@gmail.com
ChanelBeebe.com

Thank you WEPAN and Kitty Didion!





The Past, Present and Future of the Cultural Hackathon

Webinar Presented by: Chanel Beebe

Hosted by: National Association of Multicultural Engineering Program
Advocates (NAMEPA)

September 10, 2019

2:00 pm EST



NAMEPA, INC.

