

**14TH
ANNUAL**

Hip Hop in the **HEARTLAND**

Summer Teachers Institute

JULY 9-12, 2018

University of Wisconsin-Madison

Each summer, UW-Madison's Office of Multicultural Arts Initiatives (OMAI) teams up with Urban Word NYC to offer educators and community leaders a weeklong program to learn the best practices in hip hop and spoken word pedagogy. The Institute brings together the leading educators, professors, emcees and activists utilizing the media of spoken word, hip hop, and urban arts as relevant, dynamic and necessary educational tools to engage students across multi-disciplinary curricula.

Hip Hop in the Heartland draws from educational theories such as socio-cultural theory, culturally relevant pedagogy, critical race theory, and hip hop and social justice pedagogies, to help educators and community leaders connect hip hop as both an art form and an instructional tool to improve the academic success of students who remain marginalized in our schools.

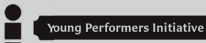
Participants learn proven, hands-on techniques to develop lesson plans and strengthen their course study, as well as create a platform from which they will understand the scope of hip hop history, culture and politics. Evening programming consists of an all-star cast who will synthesize the day trainings with effective strategies and cutting-edge multicultural educational approaches.

HIP HOP IN THE HEARTLAND IS SPECIFICALLY DESIGNED FOR:

Classroom teachers, administrators, guidance counselors, school personnel, community educators, college educators, community leaders, education students, hip hop and spoken word educators and practitioners, and anyone committed to social justice and urban education.

Gain a better understanding of the scope of hip hop history, culture, and politics. Deepen your practice as a spoken word and hip hop educator, and engage in best practice approaches to student-centered liberatory education models.

- Discover the best practices in hip hop and spoken word pedagogy
- Learn skills to better reach and mentor your students
- Improve academic achievement, reduce behavior issues and energize your classroom
- Get practical strategies for increasing participation and building community
- Meet new colleagues and enjoy UW-Madison's beautiful campus!





14th Annual Educator and Community Leader Training Institute

AGENDA OVERVIEW

Day-long sessions follow themes to strengthen participants' knowledge and provide the tools to engage the 21st-century classroom. Each day wraps up with Write, Reflect and Build sessions where participants interact with the lesson planning process and build their own curricula that engage literacy, critical thinking and creative writing.

MONDAY

- 8 – 9 am *Registration*
- 9 – 10 am *Institute Welcome & Overview with Director, Michael Cirelli*
- 10:30 – 12:30 pm *Write to Heal: Equity, Autobiography, and the Radical Imagination with Dr. Vajra Watson*
- 12:30 – 1:30 pm *LUNCH*
- 1:30 – 3:30 pm *What do project-based learning (PBL) and Critical Hip Hop Studies have in common? From Cypher to Synthesis. with Arash Daneshzadeh*
- 3:45 – 5:30 pm *Transformative Schooling: Towards Racial Equity in Education with Dr. Vajra Watson*

TUESDAY

- 9 – 11:30 am *The State of Hip Hop in the Wake of Social Justice with Dr. Edmund Adjapong*
- 11:30 – 12:30 pm *LUNCH*
- 12:30 – 2 pm *Heart Work: Safety & Accountability in Showing Up for Young People with Sofa Snow*
- 2:15 – 3:45 pm *If It Wasn't for the Bronx...with Roya Marsh*
Strengthening Our Shine to Live Our Best Lives: A Workshop Grounded in Spoken Word Poetry that Honors our Complex Pasts while Dreaming our Futures with Moira Pirsh
- 4 – 5:30 pm *For the Culture: Using HipHop Pedagogy to Develop Science Geniuses with Dr. Edmund Adjapong*
- 7 pm *Institute Mixer*

WEDNESDAY

- 10 – 11:30 am *If It Wasn't for the Bronx...with Roya Marsh*
Strengthening Our Shine to Live Our Best Lives: A Workshop Grounded in Spoken Word Poetry that Honors our Complex Pasts while Dreaming our Futures with Moira Pirsh
- 11:30 – 12:30 pm *LUNCH*
- 12:30 – 2:30 pm *Beyond Schoolhouse Raps: engaging critical consciousness in hip-hop pedagogies with Dr. Michael Dando*
- 2:45 – 4:45 pm *Spark, Flame, Fire with Roya Marsh*

THURSDAY

- 10 – 12 am *We Gon' Be Alright, But That Ain't Alright: Abolitionist Teaching and the Pursuit of Educational Freedom with Dr. Bettina Love*
- 12:30 – 1:30 pm *Hip-Hop-Live in the Classroom with Kate Jorgensen and Vera Naputi*

WRITE TO HEAL: EQUITY, AUTOBIOGRAPHY, AND THE RADICAL IMAGINATION

In this workshop, participants will experience a SAYS writing workshop designed to excavate the personal, professional, and political nuances of our narratives. Words without work is like a theory without practice. Systems-change for social justice takes time, consistence, direction, purpose and love. It also takes the soulful work of imagining. (says.ucdavis.edu)

WHAT DO PROJECT-BASED LEARNING (PBL) AND CRITICAL HIP HOP STUDIES HAVE IN COMMON? FROM CYPHER TO SYNTHESIS.

Teaches will explore restorative hip-hop as a vehicle for bilateral and critical communication pedagogy. Educators will participate in an integrated cypher space while presenter will demonstrate applied examples of community-school models in urban settings. These models will allow educators to create culturally-sustained spaces where students can better synthesize curriculum.

TRANSFORMATIVE SCHOOLING: TOWARDS RACIAL EQUITY IN EDUCATION

Far too often, academic preparation programs focus exclusively on the “codes of power” that help students access and navigate the college process (Delpit, 1995). While understanding the rules of the game is part of the solution, we must also prepare students to be culturally empowered. In this workshop, I will focus on breaking the cycle of social reproduction and underachievement by creating programs that rely upon *rituals of resistance* and a *social justice praxis*. Supporting young people as the authors of their own lives and agents of change fosters college-readiness, career-focus, community-responsibility, and a critical consciousness.

THE STATE OF HIP HOP IN THE WAKE OF SOCIAL JUSTICE

An interactive session where participants will explore and analyze recently released Hip Hop songs and visuals and their alignment with critical of systems and structures within society that are known to marginalize groups of people. We will discuss the current state of Hip Hop and how young people may connect to the culture. Participants will engage with the history, origins, and goals of hip-hop and learn how to explore contemporary rap songs that serve as examples of Hip Hop’s fight for social justice with their students.

HEART WORK: SAFETY & ACCOUNTABILITY IN SHOWING UP FOR YOUNG PEOPLE

Working with and for young people is a heart-led job that we often struggle "clocking out" of – but how do we build systems of accountability and safety that best serve our youth communities? In this arts-centered session, we will discuss what brings us to this work, review best practices and tools for effective mentorship and boundary setting by educators, youth workers, and teaching artists, and leave with resources specialized to the communities we serve. (And hey, you might even write a poem!)

IF IT WASN'T FOR THE BRONX...

This generative writing workshop examines hip-hop lyrics, from past to present, because of the distinct role that it plays in the world right now that leads to a more developed understanding of language and politics. The Bronx, as the birth-place of hip-hop, is the perfect starting spot for close reading and introspective responses.

STRENGTHENING OUR SHINE TO LIVE OUR BEST LIVES: A WORKSHOP GROUNDED IN SPOKEN WORD POETRY THAT HONORS OUR COMPLEX PASTS WHILE DREAMING OUR FUTURES

How do we live our best lives despite any circumstances? How can we intentionally use stories to strengthen our spirits and help us be better people, educators and family members? This workshop, grounded in spoken word poetry, hip hop based education and healing centered pedagogy, will offer space for participants to explore the power in using old



and new tools to name our pasts and intentionally dream our individual and collective futures. Honoring our multiple racial, gendered, and spiritual identities, wisdoms and histories that are brought into the room, participants will be supported through multiple steps toward the creation of their own work. Participants will then explore what this practice of reflection and creation means, in a real way for ourselves, our classrooms and our communities.

FOR THE CULTURE: USING HIPHOP PEDAGOGY TO DEVELOP SCIENCE GENIUSES

In this workshop, we will explore the context of urban science education as it relates to the achievement and engagement of urban youth. Participants will learn about a framework for Hip-Hop Pedagogy, an approach to teaching and learning anchored in the creative elements of Hip-Hop culture, as an innovative approach to teaching and learning. Participants will also be able to identify how they can use Hip-Hop Pedagogy in their own classrooms as a way to make teaching and learning engaging and relevant to the lives of young people. Participants will learn about the Science Genius Program, an initiative that is anchored in Hip-Hop Pedagogy and encourages students to create science raps and engage in a Science Genius activity.

BEYOND SCHOOLHOUSE RAPS: ENGAGING CRITICAL CONSCIOUSNESS IN HIP-HOP PEDAGOGIES

Oftentimes, hip-hop in the classroom is reduced to simply putting existing content to a beat. Drawing from Freire's concept of *conscientização*, this interactive and generative workshop is designed to work with educators in moving hip-hop in classrooms and educational environments beyond simplistic content intervention and gimmickry. In this pedagogic design cypher, participants will have the opportunity to re-imagine their educational spaces through hip-hop practices that are rooted in both academic excellence and critical cultural engagement in ways that centers student voices and experiences.

SPARK, FLAME, FIRE

This generative writing workshop focuses on the work of LGBTQIA artists of color. Workshop will incorporate readings, exercises in literary memoir, poetry, music & more. Participating writers will expand on methods of constructive critique and strategies for incorporating writing in their everyday lives.

WE GON' BE ALRIGHT, BUT THAT AIN'T ALRIGHT: ABOLITIONIST TEACHING AND THE PURSUIT OF EDUCATIONAL FREEDOM

As an urban art form of creative expression, hip-hop is a force within youth culture that can inform our pedagogies. Yet it is important to first consider the context of the music. I examined over 1,000 lyrics, giving particular attention to the ways rappers conceptualize knowledge, learning, and school. Theories of cultural reproduction and resistance situate hip-hop as a seminal, street-based literary art form. Within the music, the rappers draw upon personal experience and social commentary to argue for community-based culturally relevant schooling and high expectations. Declarations within rap music resonate with youth, and their voices of critique about school are valuable and relevant to teachers. Educators can learn from rappers as well as use lyrics inside the classroom; the key is to learn from and elevate the content instead of simply commodify the genre.

HIP-HOP-LIVE IN THE CLASSROOM

Practices that promote relevant learning must be rooted in identity. They must come from a place where students are co-creating and co-teaching in order to feel a sustained sense of belonging. Teachers can design authentic spaces for real talk, real issues, and real action that can be purposefully aligned to CCSS. This session will explore Hip Hop pedagogy from the teacher prep lens while showcasing student work of artistic expression and personal narratives that integrated English Language Arts and Social Studies.

Arash Daneshzadeh is an activist, part-time lecturer and Director of Education Programs for a non-profit that utilizes narrative change methodology to create safe spaces for youth leaders and activists. The crux of his praxis intersects between carceral studies (specifically, youth incarceration), educational leadership, critical hip hop studies, and Afropessimism.

New York Native, **Roya Marsh**, is a nationally ranked poet/performer/educator/activist. She is currently a candidate for Pratt Institute's MFA in Writing and Activism. Roya serves as the Poet in Residence with Urban Word NYC and works feverishly toward LGBTQIA justice and dismantling white supremacy. Roya's work has been featured in Flypaper Magazine, Frontier Poetry, Nylon, the Village Voice, Huffington Post, Blavity, The Root, Button Poetry, Def Jam's All Def Digital, Lexus Verses and Flow, BET and the Break Beat Poets II: Black Girl Magic Anthology (Haymarket 2018).

Moira Pirsch is a poet, scholar, and organizer from Madison, WI and reps the East High Purgolders for life. She first attended the Hip Hop in the Heartland Institute as a freshman in college (and for nine consecutive years) and has studied the power of spoken word and hip hop education ever since. She recently earned her PhD in Education from Columbia University's Teachers College, where she is an Adjunct Professor and a Postdoctoral Fellow. She earned her M.Ed. from Harvard University and has performed, facilitated and presented at multiple venues and conferences, including the Brave New Voices Festival, the Maui Arts and Cultural Center, the National Council of Teachers of English Annual Convention, the National Conference on Race & Ethnicity and dozens more. She believes in miracles.

Vajra Watson, Ed.D. is the UC Davis Director of Research and Policy for Equity. As a scholar-activist, moments of personal, communal, and inter-national trauma shape and inform the research questions that Dr. Watson asks, her research epistemology, and the methodological principles she relies upon to communicate findings that are accessible to broad and diverse audiences as an explicit act of intervention and organizing. In 2008, Watson founded Sacramento Area Youth Speaks (SAYS), a social justice movement that breaks the barriers of underachievement by elevating the voices of students as the authors of their own lives and agents of change. She designed a training program that pairs community-based poet-mentor educators and teachers together to develop grassroots pedagogies that reimagine schooling (says.ucdavis.edu).

Dr. Watson is the author of *Learning to Liberate: Community-Based Solutions to the Crisis in Urban Education* (Routledge, 2012), *Censoring Freedom* (2013), *Literacy is a Civil Write* (2015), *Life as Primary Text* (2017), *Transformative Schooling: Towards Racial Equity in Education* (Routledge, 2018), among others. She is the recipient of the UCD Early Career Award, the Chancellor's Individual Achievement Award for Diversity, and AERA's Social Impact Award and Social Justice Leadership Award. Watson received her B.A. from UC Berkeley and her Doctorate from the Graduate School of Education at Harvard University.

Dr. Edmund Adjapong, a native of the Bronx, NY, is an assistant professor in the Education Studies Department at Seton Hall University. Dr. Adjapong is also a faculty fellow at the Institute of Urban and Minority Education at Teachers College, Columbia University and the author of *#HipHopEd: The Compilation on Hip-Hop Education Volume 1*. Dr. Adjapong holds a Ph.D. and three masters degrees in science education from Teachers College, Columbia University and received a Bachelors of Science in Biochemistry with a minor in Africana Studies from The State University of New York at Plattsburgh. Edmund believes every student has the ability to learn and does so differently. He also believes that engaging urban youth with media—despite its unconventional method—is an effective way to educate. Edmund enjoys working with and mentoring youth, especially young men of color, as they are our future. His research interest includes issues of class, race, gender, privilege, diversity, youth programming and STEM education.

Sofia Snow is a Boston-raised multimedia artist, educator, and arts administrator. Her work has been featured in a range of publications, television, and theater, as well as in *The Boston Globe*, *Cosmopolitan Magazine*, *American Girl*, *WWE Network*, *The Public Theater*, and elsewhere. Prior to her arrival in New York, Sofia was the Education & Outreach Coordinator for the University of Wisconsin's pioneering First Wave program, the world's first and only full-tuition scholarship program for hip-hop and urban arts, of which she is also an alumna. Sofia oversees all of Urban Word NYC's day-to-day operations, including key program development, staffing, and organizational growth & strategy.

Dr. Michael B. Dando is an Assistant Professor of Secondary English Education at Saint Cloud State University. An award-winning author, artist, educator, and scholar with nearly two decades of classroom experience, his work explores hip-hop culture's significance and potential as a site of critical self-expression, critical literacy development, and democratic activism. He has shared his passion for hip-hop and education with national and international audiences at various academic conferences, has been published by various academic journals, and has had his work featured by multiple media outlets and publications including ESPN's *Undeclared*, *Vibe*, *BLAVITY*, *CNN*, *PBS*, *The Today Show*, and the *South by Southwest Education Festival (SXSWedu)*. He is currently collaborating on the construction of the *Universal Hip-Hop Museum* in New York, on a *National Council for Critical Afrofuturist Makerspaces*, and with the *Hip-Hop Architecture Initiative* and a number of other projects. He has published scholarly articles appearing in *Kappa Delta Pi*. His newest book project on hip-hop and democratic education will be out in 2019.

Kate Jorgensen and **Vera Naputi** are both middle school instructors from the Madison Metropolitan School District and were team teachers for over a decade where they designed and implemented curriculum that kept students at the edge of their seats. They worked intentionally to build curriculum that was student led, co-created, and co-taught.