

**LXG @
AAG 2023**



Refusing the imaginaries of violence through pedagogical possibilities

Panelists: Leonor Vanik - *National Coalition for Latinxs with Disabilities*
Guillermo Douglass-Jaimes - *Pomona College*
Rodrigo Narro Pérez - *McMaster University*
Luis Trujillo - *University of California, Santa Cruz*

Discussant: Megan Ybarra - *University of Washington*

These are our collective notes. Megan can take point on note-taking, but all participants are welcome to share ideas here. If you have links/resources/ideas that you might share in the Zoom chat, please consider adding them here so that they are accessible after the session.

[Welcome / Empathy](#)

[Our Foundations](#)

[ID violence & challenge](#)

[Zoomed In](#)

[Zoomed Out](#)

[Who/what do you engage with that sustains your pedagogy?](#)

[Do you have questions/topics that we didn't get to discuss? Please put them here!](#)

Welcome / Empathy : <https://tinyurl.com/LXGPedagogies1>

- *What is a moment in teaching / learning where you felt included? If you can't think of a moment where you felt included, feel free to reflect on that and what it might mean for Latinx Pedagogies. (Think-Pair-Share where each partner has timed 1 minute to encourage equity in speaking and listening time)*
 - What does inclusion mean? Does it center our experiences? In geography as a learner, it's been never. It's only been in a Chicanx Social Systems class that one person felt included in a meaningful way
 - First year of college as first-generation college student didn't know about citational practices. The professor was very kind in treating this as a teaching moment. It's a very difficult, humbling experience. This particular professor explained the expectations and made it a super-safe environment that helped them gain experience that was positive as a "make it or break it" moment
- Goal of the exercise was to help us build up safety in our community so that we can be vulnerable together and learn in Latinx Geographies

Our Foundations

- This is a work in progress, we use Latinx as expansive and inclusive to all genders and peoples who come from Latin America
- Pedagogies: how we teach, how we learn, how we build knowledge
- Goal of today is to model how we do pedagogies
- We are modeling many different moving pieces that model multiple ways of teaching and learning together
- Important to note that we might talk about difficult topics that bring up difficult memories, and there are resources that you can access
- Please feel free to take the time you need during the presentation. Self-care first as foundational to community care!

ID violence & challenge: <https://tinyurl.com/LXGPedagogies2>

- What do violences in academia look like for you? What does it mean to refuse these violences with Latinx pedagogies?
- Violence happens at home, including our "home institutions." Latinx geographies can be a place to share our experiences without fear of reprisal
 - Whiteness and "sameness" of the field is experienced through only white instructors

- Manel Mahtani's work on "toxic geographies" help them reflect on how this happens both emotionally and intellectually in the discipline
- Day after Trump was elected, ran across a well-respected professor who said, "Hey, aren't you glad you're in Canada? Trump can't get you here." After time to process, the student realized they needed to deconstruct the meaning of this comment. Canadians use the guise of multiculturalism and not-US to dodge accountability for its role as an anti-Black settler colonial state.
 - In teaching the class using Latinx pedagogies, students from many backgrounds (racialized, but not as Latinx) were grateful for the inclusion of race in geography
 - Not until 2020 did most institutions take up the challenge of anti-racist pedagogies. That said, very little has changed.
- Lorgia Garcia Peña: Latinx identities are conflated with Latinx geographies expertise, but the violence of white expectations may still afford us opportunities to create our own spaces of learning
- "Where do you know from?" is an exercise that lets everyone share where their knowledge comes from and validate their experience
- Why did departments ask for time to change, if they seem not to change at all?
- Institutional creation of Latin American Studies minor at the institution. Will graduate their first undergraduate student this year. Latinx students did all this institutional work without any compensation or recognition, despite the fact that this could be considered faculty responsibility.
- Despite these successes, they are considered "unemployable" and not equal as a scholar.
- Diversity & Inclusion efforts to bring more Latinx students to campus, but not resources to support the students once they are there.
 - There are spaces at their institution, but you really have to look for them, or even create them yourself
 - Sometimes the classroom can act as pseudo-spaces that can give students an opportunity to name their needs. Canada has only seen Latin American students as "under-represented" for only three years.

Zoomed In: <https://tinyurl.com/LXGPedagogies3>

- What are the policies and practices that we can engage in order to respond to or negotiate with some of the institutional violences in which we are embedded?
- Pandemic is NOT over
 - This is the "New Normal" of teaching, which is neither new nor normal
- Pandemic exacerbated pre-existing conditions.
 - We disproportionately feel these conditions

- Teaching through the pandemic we have become acutely aware of heightened precarity that students experience. Illnesses, deaths, loss of income, and other increased hardship
- Urgency of empathy
 - It is not fair to professionalize students in uncertain circumstances for an uncertain future
 - Recognize that we are also in a mental health crisis -- structural conditions of pandemic, climate change, etc
 - Students cannot drop everything on their mind the moment they walk into the classroom
- Sometimes we're the only ones in our department. Sometimes we are asked to act as mental health counselor for students of color. Women / femmes are also exploited for emotional reasons, and men are sometimes complicit in participating in a strategic incompetence that places the burden on others.
- Let's embed compassion in the classroom.
- Encourage vulnerability
 - Strive intentionally to make space for students to check in. All classes begin with skill sharing so that students can share how they learn best, tactics to manage reading. Way to combat isolation.
 - In addition to midterm reviews, pause in the class to see if things are working or not. Offer up ourselves as teachers who are open to feedback.
- Honor each student's path
 - Grade students based on their engagement, not their "mastery"
 - Maximum / minimum assignments: create 12 discussion boards, but students only get graded on 9, for example
 - Incentivize with extra credit for going to the writing center, etc
- Students make maps in their own languages (Zapotec, English, Chinese, Japanese)
- Build in scheduled time for self weeks, with no academic requirements for the class. Ask them to write a reflection on what they did to take care of themselves. The built-in scheduled time for pausing and resting is very helpful on the quarter system, which is always frantic.
- All assignments have a grace window of 72 hours, no notifications required.
- Appreciate when we get behind in the course. Don't rush through the material, just cut things!

Zoomed Out: <https://tinyurl.com/LXGPedagogies4>

What is made possible through thinking collectively about a Latinx pedagogy? What are our future possibilities?

- People tell us what you “have to do”, what you “can do”. Would have stuck to Environmental Science if not for being affirmed through Latinx pedagogies group. We can be seen and valued for how we teach
- What does it mean to do geography when we’re not in a geography department? How can we get that into “fisheries” or “marine affairs”? We’re learning about all of this together, often very late. How can we find the linkages and create community in these other spaces?
 - One person taught in a marine / environmental affairs department. The question is, who are we accountable to? Think about the land / waters we are on. Centering relationality and accountability to the earth in our teaching.
 - Environmental -- AAG is a place that we can engage as geographers, creating a space where we can be. I was never represented anywhere. People would not affirm their identity, even when they are not asking for affirmation.
- When we can think expansively about what are Latinidades and where are they? This allows us to create more space together and share out practices and processes.
 - Within Latinx geographies, it’s always an “and” rather than a “but”. We think expansively rather than engaging in boundary-making or limiting each other

What would we like to change? (I have experienced xxx... and I want to change yyy.)

- Change everything! We can make worlds together, maps together. We are actively doing it in the broadest sense.
- Latinx and Black geographies only formed a few years ago as specialty groups, and we are already making the future.
- Money would be nice. (x3)
- More spaces to get together to talk about Latinx geographies
- We need more spaces that are conducive and healthy for learning, so that people who enter white institutions don’t feel like they’re walking into a room on fire
- Abolish the university... and in the meantime, we need to stop reproducing violence and trauma on which these institutions are founded.
- Legitimizing non-Western, alternative knowledges. What would it look like to help students make their knowledges recognized and legitimate. Create more tenure-lines that reflect this. Have more panels. We need to redirect money away from positivist and Western notions of knowledge construction.
- I’ve only ever known a geography with Latinx Geographies, which is really cool.
- We learn about all these subfields in geography. I wish that non-Latinx geographers learned about Latinx geographies. This could be like feminist geographies, etc. Can we write a seminar and learn together? This is a future we’re striving towards. Mainstreaming this into student education as a source of knowledge.
- I want to have respect for Lat-dis-crit. We are so enriched with our community.

Facilitated Reflection

- Appreciate the positivity and lifting up of one another that act as points of support
- How do we create inclusive spaces – one commenter said, as a TA I act as a buffer between the harm of the university and the students, – I wanted to name that acting as a buffer can be incredibly challenging and helpful. If you need support let's reach out horizontally to one another for this as well.
- Often externalized and internalized ableism and we need to push back against this–there is work we can do together to have hybrid spaces and demand more of them and that they better meet everyone's access needs
- Want to lift up the care everyone is showing to one another
- Some things we could do is collective syllabus building and even graduate students who are creating qualifying exams on Latinx Geographies, sharing those as well
- This goal of not imagining a world where Latinx Geographies isn't centered is beautiful
- Please take a look at the lino boards for people's reflections
- Pedagogy of the Oppressed Paulo Freire is intentional in how we think critically and push back against the system
- Pedagogy is not a one-way street. Modeling how to engage in dialogue.

Who/what do you engage with that sustains your pedagogy?

Your personal narrative

Mentors / co-conspirators / community

Literature / Resource links

Add here at any time:

- Peña, Lorgia García. 2022. *Community as Rebellion: A Syllabus for Surviving Academia as a Woman of Color*. Haymarket Books.
- Mahtani, Minelle. 2014. "Toxic geographies: absences in critical race thought and practice in social and cultural geography." *Social & Cultural Geography* 15 (4):359-67. doi: 10.1080/14649365.2014.888297.
-

Do you have questions/topics that we didn't get to discuss? Please put them here!

Add here at any time:

-

Join us!

Become a member of the LxG and join our Pedagogy Committee

<https://community.aag.org/communities/community-home/librarydocuments?CommunityKey=2e6f41bf-00e7-4893-b441-f942cb4aa87e>

ROLLING TOWARDS THE LXG PLENARY CONOCIMIENTO **THURSDAY**

2:40pm - LxG Plenary Lecture, Governors
Square 14, Sheraton, Concourse Level

SATURDAY

Join us for the LxG Business Meeting, Saturday
March 26th at 6-7pm MT at Gold, Sheraton, I.M.
Pei Tower, Mezzanine Level to become more
involved!

Join us for our daily
Cafecitos,

8:30-9:30am every
morning in the
Assembly Hall Cafe in
the Hyatt Lobby!

For a full list of our sponsored
activities and events at AAG go to:

<https://latinxgeographies.com/aag-annual-meeting/>

<http://latinxgeographies.com/aag-annual-meeting/>