



American
Philosophical
Association

Small Grant Application

Visit <http://www.apaonline.org/?grantfund> to submit.

Contact Information

Contact Name: Amy Reed-Sandoval

Email Address: areedsandoval@utep.edu

APA Member? Yes No *Only APA members may submit grant applications. Membership will be verified.*

Funding Information

Fiscal Agent: The University of Texas at El Paso

Fiscal Agent Contact Name: José Ramírez

Mailing Address: Administration Building Room 200

500 West University Avenue El Paso TX 79968-0587

Email Address: jaramirez@utep.edu

Phone Number: 915 747 0587

Total Funding Amount Requested: \$900 *Proposals over \$5,000 normally are not funded.*

Project Information

Project Title: Mexican Indigenous Knowledge, Chican@ Identity, and Philosophy for Children

Abstract:

Maximum 150 words.

This project aims to explore the connections between Mexican Indigenous Knowledge, Chican@ Identity, and Philosophy for Children through teaching, learning and collaborative scholarship. To this end, we will hold an interactive, one-day workshop on these themes for approximately 40 undergraduate and graduate students at the University of Texas at El Paso (UTEP) who are involved in the UTEP Philosophy for Children in the Borderlands program.

The goals of this workshop are multi-fold. First, student learning will be enhanced through participation in the interactive event. Second, workshop participants will produce lesson plans and other teaching tools for Philosophy for Children teachers who wish to explore Mexican Indigenous knowledge and its intimate relationship to Chican@ identity in the classroom. This is particularly important in a region where many families self-identify as Chican@ (a social and political identity that is intimately connected to Mexican Indigenous traditional knowledges). Third, a website will be constructed for the purpose of sharing these lesson plans with the general public and highlighting reflections on the intersecting workshop themes on the part of workshop participants.

Steering Committee

Name	Institutional Affiliation	APA Member?
Amy Reed-Sandoval	University of Texas at El Paso	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Julisa Fernández	University of Texas at El Paso	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Cemelli de Aztlan	University of Texas at El Paso	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

Attach a brief resume for each member of the steering committee (maximum two pages per person) highlighting that member's activities and achievements relevant to the project.

Project Purpose

Provide a brief account of the project's purpose, explaining its benefits for the profession and/or how it involves community outreach. Attach additional pages as necessary.

In 2000, the philosopher Nell Rainville published a groundbreaking article "Philosophy for Children In Native America: A Post-Colonial Critique." In that article, Rainville admires the commitments of Philosophy for Children practitioners to the values of freedom, equality and true democracy. However, Rainville, who is a Philosophy for Children practitioner herself, also criticizes the P4C movement and broader philosophical community for "lack of attention ... to the special political and social circumstances of Native American peoples," which "seriously undermines the legitimacy of our approach" (Rainville, 66). She concludes her article by saying that "hopefully Philosophy for Children, in its commitment to furthering equality through education, is willing to bridge the gap which currently exists between Native American peoples and our eurocentric educational institutions."

This project is inspired by Rainville's post-colonial critique of Philosophy for Children. Though we certainly cannot address the immense and complicated problems that Rainville brings to the fore in her writing, our goal is to begin to consider and respond to her challenge by focusing on Mexican Indigenous Knowledge, Chican@ Identity and Philosophy for Children.

We will hold a one-day workshop for approximately 40 undergraduate and graduate students at UTEP (a Hispanic-Serving Institution) who are involved in the Philosophy for Children in the Borderlands program. The workshop will be organized by UTEP Philosophy faculty and undergraduate students, and led by two prominent Chican@ scholars and teachers whose work is focused on Mexican Indigenous knowledge and Chican@ identity, and who are themselves involved in the Philosophy for Children in the Borderlands program through familial connections. Workshop participants will learn about and Mexican Indigenous knowledge its connection to Chican@ identity, and then collaborate on creating lesson plans and other teaching tools that can be used to engage questions around Indigenous and Chican@ knowledges and identities in the context of a Philosophy for Children classes.

Project Status

Describe the groundwork already laid for the project or, in the case of projects involving community outreach, the relationships already developed in the community. Attach additional pages as necessary.

The Philosophy for Children in the Borderlands program is an ongoing service learning and volunteer program. This workshop will coincide with the annual Philosophy for Children class that is taught in the UTEP Department of Philosophy.

The Philosophy for Children in the Borderlands program has been collaborating for two years with a leading Chicana organization in El Paso, La Mujer Obrera, in part through facilitating regular Philosophy for Children sessions at the daycare center that is run by the organization. The workshop we are proposing will be held at Mujer Obrera headquarters, which includes a restaurant (Café Mayapán) that serves traditional foods of Mexico. Preliminary meetings have been held with Cemelli de Aztlan and Carlos Aceves, two local scholars and teachers who will lead the workshop and whose CVs are enclosed.

Project Plan and Timeline

Attach additional pages as necessary.

February 2017

Plans for workshop established (i.e., food is ordered, space is reserved) in collaboration with La Mujer Obrera and the UTEP Department of Philosophy.

March 2017

One-day workshop is held.

Participants develop lesson plans and other teaching materials.

Participants give written evaluation of the workshop.

April 2017

Website is developed featuring materials developed over the course of the workshop.

Outreach Plan

Describe how the project will be advertised to the larger philosophical and/or lay public. Attach additional pages as necessary.

A website featuring the lesson plans, teaching tools, and other outcomes of the April workshop will be made publicly available as authors permit. In addition, with the permission of workshop participants, these lesson plans will be made available to the APA and popular Philosophy for Children websites such as the Teaching Children Philosophy wiki.

This project will also benefit the El Paso-Ciudad Juárez community, as workshop participants who are teaching Philosophy for Children classes in the region will develop additional tools for teaching K-12 philosophy in a region where a significant percentage of families are Mexican Indigenous and Chican@ self-identified.

Accessibility Plan

If the proposal involves public lectures, performances, presentations, or films, describe how the project will be accessible for disabled persons, including deaf/hard of hearing and blind/visually impaired individuals. Attach additional pages as necessary.

The University of Texas at El Paso provides resources for disabled persons, include deaf/hard of hearing and blind/visually impaired individuals, who participate in university classes. This workshop will coincide with an official UTEP course and we will have access to these university resources. The workshop will be held in a wheelchair-accessible venue (Café Mayapán, which is run by La Mujer Obrera in El Paso, Texas). In addition, lesson plans will be made available in Spanish and English so that our website is rendered more accessible in the Mexico-U.S. borderlands region.

Evaluation Plan

Describe how the project will be assessed at its completion with an eye to what worked and what could be improved. Attach additional pages as necessary.

Students will complete a post-workshop survey in which they will assess how much they learned and what can be improved. Given that this is the initiation of an ongoing research and teaching initiative on the themes of Mexican Indigenous Knowledge, Chican@ Identity and Philosophy for Children, this feedback will be extremely valuable for future teaching and scholarly collaborations.

Website Plan

If the proposal includes the creation of a website, complete the following items:

Where will the website be hosted? Philosophy for Children in the Borderlands website

Website URL (if known): http://academics.utep.edu/Default.aspx?tabid=75257

Do you want the APA to link to the project website? Yes No

If yes, in what page(s) or section(s) on the APA website would you like the link to appear?
 This material would fit well in the "Resources" section of the website.

Budget

Attach additional pages as necessary.

Project expense item	Anticipated date(s) of expense	Budget Amount	Amount confirmed or requested from other sources	Amount requested from APA
Honorarium 1	March 2017	\$ 200	-	\$ 200
Honorarium 2	March 2017	\$ 200	-	\$ 200
Student RA	April 2017	\$ 200	-	\$ 200
Food /Materials	March 2017	\$ 300	-	\$ 300
Totals:		\$ 900		\$ 900

Proposals requesting more than \$5,000 normally are not funded.

AMY REED-SANDOVAL

Assistant Professor and Director of Graduate Studies
Department of Philosophy
Faculty Affiliate, Center for Inter-American and Border Studies
The University of Texas at El Paso
The College of Liberal Arts
Worrell Hall 304 El Paso TX 79968
areedsandoval@utep.edu
<http://amyreedsandoval.com>

Education

- 2014 PhD, Philosophy, University of Washington
- 2012 MA, Philosophy, University of Washington
- 2007 MSc, Philosophy and Public Policy, The London School of Economics and Political Science
- 2004 BA, Philosophy, Temple University (minor in Spanish)
- 2003 Studies in Spanish literature and philosophy, Universidad Autónoma de Madrid, Spain

Areas of Specialization

Latin American and U.S. Latina/o Philosophy, Social and Political Philosophy, Immigration, Philosophies of Social Identity, Philosophy for Children

Areas of Competence

Bioethics, Native American/Indigenous Philosophy

Academic Appointments

- 2016-present
Director of Graduate Studies, Department of Philosophy, University of Texas at El Paso
- 2014-present
Assistant Professor of Philosophy, University of Texas at El Paso
- 2012-2014
Pre-Doctoral Teaching Associate in the Departments of Philosophy, Latin American and Caribbean Studies, and in the Comparative History of Ideas Program, University of Washington
- 2011-2012
Research Assistant, Program on Values in Society, University of Washington
- 2010-2011
Teaching Assistant, Department of Philosophy, University of Washington
- 2009-2010

Research Assistant, Department of Philosophy, University of Washington

Select Publications

Book

In progress. *"Illegal" Identity: Race, Class and Immigration Justice*. Under contract. New York: Oxford University Press (Critical Philosophy of Race Series).

Edited Volumes

Forthcoming (Fall 2016). "Engaging Latin American, Latin@ and Chican@ Students in Philosophy." Forthcoming issue of the *APA Newsletter on Hispanic/Latino Issues in Philosophy* (with Caroline T. Arruda).

In progress. "Disability and the Decolonial Turn: Perspectives from the Americas." In *Disability and the Global South* (with Roberto Sirvent).

Refereed Articles

Forthcoming. "Locating the Injustice of Undocumented Migrant Oppression." In the *Journal of Social Philosophy*.

2016. "Immigrant or Exiled? Rethinking the Desplazada/os of Latin American and Latina/o Philosophy." In the *APA Newsletter on Hispanic and Latino Issues in Philosophy*.

2016. "Oaxacan Transborder Communities and the Political Philosophy of Immigration." *The International Journal of Applied Philosophy*. Online First access at <https://www.pdcnet.org/ijap/onlinefirst>

2015. ¿Todos Somos Ayotzinapa?" (Translation: "Are We 'All Ayotzinapa'?") In *Cuadernos Fronterizos*, vol. 35, no. 11.

2015. "Deportations as Theaters of Inequality." *Public Affairs Quarterly* vol. 29 no. 2.

2014. "The Oaxaca Philosophy for Children Initiative As Place-Based Philosophy: Why Context Matters in Philosophy for Children." *The APA Newsletter on Hispanic/Latino Issues in Philosophy* 14 (1) pp. 9-12.

2014. "Cross-Cultural Exploration: Reflections on Doing Philosophy with Triqui Children in Oaxaca." *Teaching Ethics* 12 (1) pp. 77-90.

2007. "Whose Body Is It, Anyway? An Interview with Cécile Fabre." *Rerum Causae: The Journal of the London School of Economics Philosophical Society* 2 (1).

Refereed Book Chapters

Forthcoming. "The New Open Borders Debate." In Alex Sager, ed., *Emerging Trends in the Ethics of Immigration* (Lanham: Rowman and Littlefield).

Forthcoming (with Alain Carmen Sykes). "Who Talks? Who Listens? Taking Positionality Seriously in Philosophy for Children." In Maughn Gregory, Joanna Haynes and Karin Murris, eds., *The Routledge International Handbook of Philosophy for Children* (New York: Routledge).

Forthcoming. "Ayotzinapa as an Attack on Latin American Philosophy." In Ramon Grosfoguel, Roberto D. Hernandez and Ernesto Rosen Velasquez, eds. *Decolonizing the Westernized University from Within and Without* (New York: Lexington Press).

Forthcoming. "Utilizando la Filosofía de la Praxis de Adolfo Sánchez Vázquez." (Translation: "Using Adolfo Sánchez Vázquez's Philosophy of Praxis.") In Victor Manuel Hernández Márquez and Ambrosio Velasco Gómez, eds., *Ética, estética y teoría social en la perspectiva de Adolfo Sánchez Vázquez*. (Translation: *Ethics, Aesthetics and Social Theory from the Perspective of Adolfo Sánchez Vázquez*). (Ciudad Juárez and México, D.F.: Asociación Filosófica de México).

Book Reviews

2015. "Reseña de *La filosofía en México en el siglo XX: Apuntes de un participante* (Carlos Pereda)." In *The Inter-American Journal of Philosophy*.

2014. "Review of Peter Higgins's *Immigration Justice*." In *Hypatia: A Journal of Feminist Philosophy* (online).

Video

2016. Executive Producer and Translator, Short Documentary. *Philosophy for Children in the Borderlands* (Director, Julia Reihls). Funded by the American Philosophical Association. Accessible online: <https://www.youtube.com/watch?v=mnt-XFg90Jk>

2014. Assistant Director and Translator, Short Documentary. *The Oaxaca Philosophy for Children Initiative* (Director, Julia Reihls). Funded by a Melvin Radar Summer Stipend for Innovative Philosophical Projects and the UW Center for Philosophy for Children. Accessible online: https://www.youtube.com/watch?v=Z3HEjPFf_20

JULISA FERNANDEZ
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(915) 203- 2110
jjfernandez@miners.utep.edu

Education

Bachelor of Arts- Philosophy and Psychology (Expected December 2016)
University of Texas at El Paso, El Paso, TX

University Research Experience

Undergraduate Research Assistant, University of Texas at El Paso, 10/15- present

- Developed the newsletter for the Philosophy for Children in the Borderland for Fall of 2015.
- Site coordinator for volunteer services for the University of Texas at El Paso course, "Philosophy of Education."
- Overview design for the Philosophy for Children in the Borderland sessions at the YWCA, Spring 2016.
- Presentations of the Philosophy for Children in the Borderland to the University of Texas at El Paso course "Philosophy of Education," February 2016.
- Participated in organizing the Philosophy for Children Dinner and Workshop, May 4, 2016.
- Presentation at the Philosophy for Children in the Borderland Dinner and Workshop, May 4, 2016.
- Production Assistant for the bilingual documentary, "Philosophy for Children in the Borderlands."

University Teaching Experience

Teacher/Facilitator, University of Texas at El Paso, 2/15- present
Philosophy for Children in the Borderlands Outreach Program

- Teach thirty sessions of a class of 3- 5 year olds during the 2015- 2016 academic year at the YWCA and Rayito De Sol Daycare & Learning.
- Supervise sessions of University of Texas at El Paso volunteers in the Philosophy for Children in the Borderlands outreach program at the YWCA.

University Membership

- Psi Chi- The International Honor Society in Psychology, 2015- present: Active member
- United for Reproductive and Gender Equity, 2016- present: Active member

Research Interest

Feminist Philosophy
Latin American Philosophy
Political Philosophy

Reference

Amy Reed- Sandoval, PhD, 500 West University Avenue, El Paso, TX, 29902, (503) 913- 9201, areedsandoval@utep.edu

Cemelli de Aztlan, MDiv

El Paso, Texas 79930

cdeaztlan@post.harvard.edu

Tel: (915) 799-2890

Education

Center of Study and Investigation for Decolonial Dialogues, Barcelona, Spain

Decolonizing Knowledge and Power, Summer 2014

Harvard Divinity School, Cambridge, MA

Master of Divinity, 2009

Concordia University, Austin, TX

Bachelor of Arts in Religious Studies and English, 2005

Oak Hill Theological College, London, UK

Semester Abroad Program- Fall 2003

Professional Experience

American Civil Liberties Union? El Paso Equal Voice Network

September 2014- Current

Network Weaver

- Communicate & Coordinate projects between grantee organizations of the Marguerite Casey Foundation
- Public Relations, Community Organizing & Capacity Building

University of Texas at El Paso, El Paso, TX

August 2014-Current

Faculty, Part-Time Lecturer

- Design courses with a focus on gender, culture and religion
- Lecture, Grade Papers, Facilitate Discussions

Unitarian Universalists Community of El Paso, El Paso, TX

August 2013- Jan. 2015

Director of Religious Education

- Lead Youth Programs in Cultural & Spiritual Development
- Organize Events & Fundraising

University of Texas at El Paso, El Paso, TX

September 2013-August 2014

Coordinator of Student Life Programs

- Development, Implementation & Assessment of Student Affairs Programming
- Management of Co-Curricular Transcripts
- Event Planning, Student Coordination, Research & Presentations

YWCA El Paso del Norte Region, El Paso, TX

April 2011- August 2013

Racial Justice Program Manager

- Coordinate and Facilitate Presentations throughout the city on Racial Justice
- Create Curriculum for all age groups and Conduct Trainings for Racial Justice Facilitators
- Event Planning, Public Relations, Grant Writing and Community Organizing

La Mujer Obrera/Americorp Vista Program, El Paso, TX

April 2010- April 2011

Development Assistant

- Fundraising, Grant Writing, Capacity Building, Research
- Event Planning, Public Relations, Press Releases, Community Organizing

Harvard University-Ministry Field Education

June 2007- August 2008

Executive Assistant -North American Indian Center & Casa Nueva Vida

- Newsletter Editor for Native American Community
- Research & Community Organizing, Grant Writing, Office Organization
- Tutor At-Risk Children at Homeless Shelter for Migrant Women

The Pluralism Project, Cambridge, MA

September 2006-June 2007

Research Associate

- Conduct Research on Native Americans/Indigenous Religions/Spiritual Practices

Cemelli de Aztlan, MDiv

El Paso, Texas 79930

cdeaztlan@post.harvard.edu

Tel: (915) 799-2890

Academic Teaching Experience

The University of Texas at El Paso

August 2014-current

Adjunct Faculty

Indigenous Spirituality: Resilience and Resistance, Fall 2014 & Fall 2015

Course Description: This course explores the spiritual/religious expressions of the Indigenous/ Native American peoples of the Americas, touching on crucial cultural perspectives, political challenges & activism, historical complexities and the overarching art of healing. Various traditions and practices rooted in indigenous spiritual perspectives continue in contemporary times, and through this course, we will evaluate the foundations of these systems of belief, highlighting women's roles, the sacred feminine and two-spirit peoples. Guest speakers and presentations to include local indigenous spiritual leaders.

Indigenous Women of the Americas: Colonization & Femicide, Spring 2016

Course Description: In the Americas, violence against women disproportionately affects women of color, specifically indigenous women. Statistically, these crimes remain in a state of impunity, often uninvestigated and ignored. Since the onslaught of colonization, indigenous women's lives have been codified and commodified, bound and defined by the legal and economic confines as second-class and/or disposable. We will analyze and evaluate the plight of indigenous women's lives in the Americas from colonization to femicide.

Gender & Religion, Spring 2016

Course Description: The course Gender and Religion will use a feminist lens to examine the role of gender in religion/theology. Students will learn how the literal word has influenced Western Theology, examining pre-Biblical philosophy and the role of the feminine; explore aspects of Modern Islam, expressed through Shi'i Muslim women activists; and engage with gender theological approaches in the Americas, to include liberation theology and queer theory to invoke a critical analysis' of patriarchy, hierarchy and colonization.

Academic Presentations

Mujeres Activas en Letras y Cambio Social Conference (MALCS), Decolonizing Eco-Justice & Yo Soy Teatro: Women of the Americas, Albuquerque, NM, July 2015.

Allies for Racial Equity, Healing the Waters, Decolonizing Our Communities and the Climate Movement: an Environmental Justice Conference, New Orleans, LA, March 2015.

Center of Study & Investigation for Global Dialogues: Decolonizing Knowledge & Power, "Indigenous Birthing Rituals", Barcelona, Spain, July 2014.

Facultad Latinoamericana de Ciencias Sociales Sede Ecuador, Quito (FLASCO)- Gender Studies Department, "Femicide in Ciudad Juarez: A Theological Response to Impunity and Injustice", June 2009.

Universidad Nacional de Colombia, Bogota- Gender Studies Department: "Género, Etnia y Diversidad Sexual" conference, "Femicide y La Llorona in Ciudad Juarez: Resurrecting the Feminine", June 2009.

Pontificia Universidad Javeiana, Bogota, Colombia- Gender Studies Department, "Femicide y La Llorona in Ciudad Juarez: Resurrecting the Feminine", June 2009.

Rockefeller Center for the Study of International Relations, Cambridge, MA, "Femicide in Ciudad Juarez: A Theological Response towards Healing & Justice", May 2009.

Indigenous Cultures Institute's Texas Indians Conference, Mexican American Cultural Center, Austin, Texas, "The United Nations Declaration of Indigenous Rights", Aug. 2008.

Harvard Law School, Native American Law School Association and Harvard University Native American Program, Indigenous Perspective of Christopher Columbus, Manifest Destiny, & Papal Bulls, Oct. 2007.

Professional Presentations

Texas Organizing Project, Panel Discussion with Jim Hightower, Women's Rights & the Trans-Pacific Partnership, Café Mayapan, El Paso, TX, April 2015.

Bel-Air High School, Civil Rights Presentation, El Paso, TX, Feb. 2015

Cemelli de Aztlan, MDiv

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cdeaztlan@post.harvard.edu

Tel: (915) 799-2890

Stand with Texas Women, Indigenous Ritual & Reproductive Rights, El Paso County Courthouse, April 2014.

Southwest LULAC 2013 Leadership Conference, "Cultural Studies Education", El Paso, TX, April 2013.

Enterprising & Professional Women Paso del Norte, "Women's Equal Pay", El Paso, TX, April 2013.

Congressman O'Rourke's, Staff Training, "Cesar Chavez: Injustice on our Plates", El Paso, TX, April 2013.

YWCA, Racial Justice Facilitator Training for PRIDE Center/Foster Youth, El Paso, TX, May 2013. □

University of Texas at El Paso, LEAD Conference, "Attitudes Towards Differences", El Paso, TX, March 2013. □

La Mujer Obrera, International Women's Celebration, El Paso, TX, March 2013.

El Paso Health & Human Services, Staff Training, "Precious Knowledge", El Paso, TX, Dec. 2012.

YWCA, Consumer Credit Counseling Services, "Racial Inequalities in Home Loans", El Paso, TX, Dec. 2012.

Vista College, "Precious Knowledge: Banned Books of Mexican American Literature", El Paso, TX, Dec. 2012.

Canutillo Elementary School, "Dia De Los Muertos: Remembering Our Ancestors", El Paso, TX, Nov. 2012.

YWCA, The Jim Crow Experience, "Celebrating Your Right To Vote", El Paso, TX, Oct. 2012.

Big Brothers, Big Sisters, "Attitudes Towards Differences", El Paso, TX, Oct. 2012.

El Paso Public Library, "Women of Indigenous Mexico", El Paso, TX, Sept. 2012.

David Carrasco Job Corp Center, Staff Training, "Attitudes Towards Differences", El Paso, TX, July 2012.

El Paso Holocaust Museum, YWCA Racial Justice Ambassador Awards, El Paso, TX, July 2012.

University of Texas at El Paso, TRIOTA Women's Conference, Women of Color & Reproductive Rights, El Paso, TX, March 2012.

El Paso's Mayor's Women's Conference, "Attitudes Towards Differences", El Paso, TX, March 2012.

Leadership/Volunteer Experience

Board Member/ Treasurer- La Mujer Obrera, El Paso, TX 2015-current

Board Member/Conference Co-Chair- Wise Latina International, El Paso, TX, 2011-current

Fundraising & Events Volunteer - La Mujer Obrera, El Paso, TX, 2010-current

Board Member/Officer & Public Relations- Kapulli Tlalteca, El Paso, TX, 2009-2012

Development Director- Indigenous Cultures Institute, San Marcos, TX, 2009-2011

Vice President- Nuestra Voz, Harvard Divinity School Latin@ Student Association, Cambridge, MA, 2008-2009

Co-Founder/Vice President- Native Voices, Harvard Divinity School, Cambridge, MA, 2008-2009

Board Member/Community Organizer- Native American Law Student Association, Harvard University, Cambridge, MA, 2007-2008

Theater Backstage/Technical Assistant- Frontera Fest Fringe Festival, Austin, TX, 2005

Theater Backstage/Technical Assistant/ House Manager- Concordia University, Austin TX, 2000-2004

Volunteer Minister- A Christian Ministry in the National Park, Yellowstone Park, WY, Summer 2004

References

Lorena Andrade, Director

La Mujer Obrera

(915) 588-2760

lorena@mujerobrera.org

www.mujerobrera.org

Liz Chavez, CEO/President

Wise Latina International

(310) 721-4623

lizchavez@verizon.net

www.wislatinainternational.org

Rev. MariaCristina Vlassidis

Unitarian Universalist Association

(617) 932-9717

mcv59@yahoo.com

www.uua.org

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915.504.1277
yolohuitzcalotl@yahoo.com
P.O. Box 1921
Canutillo, Texas 79835

education

B.A. Journalism University of Texas at El Paso 1976
Elementary bilingual teacher certification UT El Paso 1992
M.Ed. Educational Psychology UT El Paso 1996

employment

Video and Graphics Arts production El Paso Community College 1976-1992
Elementary bilingual teacher Ysleta ISD 1992-1995
Elementary bilingual teacher Canutillo ISD 1995- 2015
Indigenous Cultures Institute (current research consultant)

honors

University of Iowa 1998
Exemplary Academic Standards in Multicultural Education
Kalpulli Tlalteca La Raza Youth Project 1999

In recognition of 20 years of valuable contributions to Meso-American Education
New Mexico State University Department of Curriculum and Instruction
Canutillo Xinachtli School Project 2001

publications

One is the sun: a Mesoamerican model of holistic education
Conference papers Global Alliance for Transforming Education
International Conference Rhinebeck, New York 1990
Mythic Pedagogy: an approach
Holistic Education Review Vol. 5 No. 2 Summer 1992
The Mesoamerican Manifesto: A struggle to reclaim our human identity (pp. 41-47)
Becoming a Teacher in the New Society edited by Elizabeth Quintero and Mary Kay Rummel
2003 (Peter Lang Publishers)
The Xinachtli project: transforming whiteness through mythic pedagogy
(pp. 257-277) Identifying Race and Transforming Whiteness in the Classroom
edited by Virginia Lea and Judy Helfand 2004 (Peter Lang Publishers)
Voces de la Montana: A Chicano s yearning for his indigenous heritage
Desahógate: growing up xicana/o (pp. 1-5)
In Tlilli In Tlapalli Press San Antonio, Texas 2004
Diadema (novel), Floricanto Press 2008
Nine Seasons: Beyond 2012, a primer on Mesoamerican philosophy. Indigenous Cultures Institute (San Marcos,
Texas) 2012/2016 published in Spanish
Seeds of Knowing: indigenous based multidisciplinary elementary school curriculum
(2016: publication pending)

Carlos Aceves
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Canutillo, Texas 79835

presentations

The Xinachtli Project: using Mesoamerican constructs in contemporary education

National Association for Bilingual Education 2003

The Aztec Calendar: a model for teaching science and mathematics

CAST Texas State Conference Houston, Texas 2003

Teachers in-service 4-15, 16, 17-2004

Montana State University Big Horn Teachers Project

Author s forum: Transforming Whiteness Through Mythic Pedagogy

National Association for Ethnic Studies Conference 2006

Chicanos Por La Causa Community Center June 2012

Interactive workshop: Using the Aztec Calendar as a vehicle for introspection and team building

NGAGE (social service non-profit) Las Cruces, NM October 20,2015

I have been a Texas resident since moving from Mexico with my parents at age two. Having earned a degree in mass communication my first career was working in instructional media for fifteen years. I retired as an elementary bilingual teacher in 2014 after 23 years. My interest in Mesoamerican history and culture inspired me to apply ancient pedagogical models to contemporary educational settings, often with great success in my classroom. This has allowed me opportunities to present at national forums such as the National Association for Bilingual Education and university settings. As of July 2016 I will be part of a team to research and create a charter school with an indigenous based pedagogy in southern New Mexico (Dona Ana County) through the Native American Community Academy Inspired Schools Network based in Albuquerque, NM.