

**Report on Project:**  
**Mexican Indigenous Knowledge, Chican@ Identity, and Philosophy for Children**

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**Goals of Project:**

This project was devoted to the goal of helping UTEP students involved in the Philosophy for Children in the Borderlands program (most of whom are undergraduate philosophy majors) to explore connections between Mexican Indigenous knowledge, Chican@ Identity, and Philosophy for Children through teaching, learning and collaborative scholarship. As UTEP is a Hispanic Serving Institution at the U.S.-Mexico border—in a region where many people self-identity as Chicana/o—this topic was considered particularly important for UTEP philosophy students who wish to be active in their local communities as Philosophy for Children practitioners.

Activities planned in connection to this goal included: (1) organizing and facilitating an interactive workshop on these themes for participating students; (2) mentoring workshop participants through the process of developing lesson plans that incorporate Mexican Indigenous and Chican@ philosophies into pre-college philosophy activities; and (3) constructing a website that makes these teaching resources available to the public. The APA generously funded this project at the amount of \$900.

**Outcomes:**

As planned, a one-day workshop was held in El Paso, Texas on the project themes. Carlos Aceves and Cemelli de Aztlan, two local Chicane community leaders and educators who regularly teach pre-college classes on Mexican Indigenous knowledge and Chicane identity, served as workshop co-organizers and leaders. The workshop was attended by students enrolled in Amy Reed-Sandoval's Philosophy for Children Service Learning class as well as other participants in the Philosophy for Children in the Borderlands program. Grant funds were used to give honoraria to the workshop leaders, and to provide lunch for workshop participants.

As part of the workshop, participants produced lesson plans associated with the project theme. Julisa Fernandez-Rivera, an undergraduate philosophy major at UTEP and participant in the Philosophy for Children in the Borderlands program, was hired through this grant to create a website for the Philosophy for Children in the Borderlands program that features lesson plans produced during the workshop. While the website is still under construction, and the lesson plans are still undergoing an editing process, an "early version" of the website can be accessed here:

<https://p4cintheborderlands.wordpress.com/> A brief report on this APA-funded workshop

is featured on the website, and can be accessed here:

<https://p4cintheborderlands.files.wordpress.com/2017/08/p4c-workshop-with-carlos-aceves.pdf>

Two additional, unanticipated outcomes of this project are also worth mentioning. First, several UTEP students who participated in the workshop presented on a panel devoted to issues connected to the workshop theme at the “Post-globalization, Decolonization, and Transmodernity” conference held in Ciudad Juarez, Mexico and El Paso, Texas in September 2017. They were then invited to submit their papers to a special issue on Philosophy for Children in Latin American/Latinx/Chicanx contexts that is being organized by the Mexican academic journal *Cuadernos Fronterizos*. These are excellent professional development activities for UTEP students interested in doing public and community-based philosophy in the U.S.-Mexico borderlands region.