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

Chanel Beebe
August 2019
Goal

Miscommunications
Unintended Consequences
Marginalization
Oppression

Misunderstandings
Loss of Non-renewable Resources
Exploitation
Disenfranchisement

Upside

Downside

Intent

Impact
Goal

?  

Intent  Impact

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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)
Culture → Behaviors?

Identity

- Responsibilities
- Concerns
- Values

Implications and Recommendations

- Research Findings
- Research Topics
- Priorities

Policy Suggestions

- Real World Experiences
- Identity

Expanding Cultures:
How where I come from informs where I am going and how I will get there
<table>
<thead>
<tr>
<th>Functions of this Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Positionality Statement</td>
</tr>
<tr>
<td>• Teaching Philosophy</td>
</tr>
<tr>
<td>• Research Statement</td>
</tr>
<tr>
<td>• Introduction of a new Framework for understanding culture and its implications</td>
</tr>
<tr>
<td>• Means of Discussion on the overlap of teaching, learning, scholarship, and engagement</td>
</tr>
</tbody>
</table>
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.

  https://doi.org/10.1002/97811186663219.wbegss619

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**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**.
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?
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
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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”


<table>
<thead>
<tr>
<th>Intersectionality is like</th>
<th>Assemblage is like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perhaps it is not so easy to parse identities out or see where they collide</td>
<td>And they are more entwined than parallel</td>
</tr>
</tbody>
</table>

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

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”?

Theories of Culture

Bourdieu's Concept of Cultural Capital

![Bourdieu’s Concept of Cultural Capital](https://www.researchgate.net/figure/Bourdieus-Concept-of-Capital-SourceAdapted-from-Maclean-et-al-2006_fig1_228026709)

Hofstede 6 Dimensions of National Culture

![Hofstede's 6 Dimensions](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
- Experiential Learning Models
- Culturally Responsive Teaching
- Critical Race Theory

*featured in special edition presentation*
Dewey: Continuum of Education
Experiential Learning Models
Culturally Responsive Teaching
Critical Race Theory

- 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?

Experiential Learning Models

• Application of skills of knowledge
• Real world context

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

Doing as Learning
• Perspective Taking

Role of Reflection and Sense-Making

More Knowledgeable Other (Vygotsky)
• Community of Practice

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

Critical Race Theory

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

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

Dewey: Continuum of Education
Experiential Learning Models
Culturally Responsive Teaching

Critical Race Theory

Historically based in the experiences of non-dominant cultures

Committed to changing lived experiences

Prioritizes counter-narratives

### 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”

### Culturally Responsive Teaching
- Validating
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- Centrality of Race to Society
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- Convergence
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- Commitment to Social Justice
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<th>Relational and Based in Explicit Context</th>
<th>Dewey: Continuum of Education</th>
<th>Experiential Learning Models</th>
<th>Culturally Responsive Teaching</th>
<th>Critical Race Theory</th>
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<tr>
<td>Considerate of Whole Student</td>
<td>How does the student see themselves within the world?</td>
<td>Doing as Learning &amp; Perspective Taking</td>
<td>Successful learners and socially responsible human beings</td>
<td>Historically based in the experiences of non-dominant cultures</td>
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<td>Communal and Communicative</td>
<td>Meta-Experience of Education</td>
<td>Role of Reflection &amp; Sense-Making</td>
<td>Links success to cultural competencies</td>
<td>Committed to changing lived experiences</td>
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<td></td>
<td>Concerns outside of the Classroom</td>
<td>More Knowledgeable Other (Vygotsky) &amp; Community of Practice</td>
<td>Challenges Status Quo</td>
<td>Prioritizes counter-narratives</td>
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Step 4:

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

**Engagement Strategy**

Pedagogical Decisions
- Relational and Connecting Patterns
- Timing and Flow of Concepts
- Content and Enduring Outcomes

Engagement Strategy → Reflection on Actual Teaching → Surface Conflicts → Make Adjustments
The Cultural Hackathon

Social Problem Solving

- Students
- Community Partners
- Company Representatives
- University Representatives
## Cultural Hackathon Profiles

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

Co-Design
Collaborative Problem Solving
Critical Co-Existence
Relational and Based in Explicit Context

Considerate of Whole Student

Communal and Communicative

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

Community Partners:
• Self
• Pre-Determined
• Stakeholders of Stakeholders

Consistent Small Report Outs

Accountability

Presentation

Community Conversation
What comes from this sort of reflection?

<table>
<thead>
<tr>
<th>Culture Group</th>
<th>Expectations</th>
</tr>
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<tbody>
<tr>
<td>Self</td>
<td>Connection, Creativity</td>
</tr>
<tr>
<td>Family</td>
<td>Education, Financial Stability,</td>
</tr>
<tr>
<td></td>
<td>Connection</td>
</tr>
<tr>
<td>African Americans</td>
<td>Change, Improvement, Connection</td>
</tr>
<tr>
<td>Detroiters</td>
<td>Doing, Production, Progress</td>
</tr>
<tr>
<td>Artists, Makers, Poets</td>
<td>Creativity, Building,</td>
</tr>
<tr>
<td>Engineers</td>
<td>Improvement, Production,</td>
</tr>
<tr>
<td>Educators</td>
<td>Education, Caring, Improvement,</td>
</tr>
<tr>
<td></td>
<td>Progress</td>
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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:

Responsibilities  Concerns  Values
Priorities  Research Topics  How I teach
Why I teach  What I teach
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

Intent Impact Goal
Comments, Ideas, Suggestions, Questions?

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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