

TIME TO SHOW UP: IGNITING ACTION

Social Justice Week 2020, April 6<sup>th</sup>-10<sup>th</sup> Final Schedule

Monday April 6<sup>th</sup>, 2020

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| <p><b>Monday<br/>Lunch and Learn 1<br/>12:00 – 1:30 p.m.</b></p> | <p>“Confidential Sexual Assault Services on Campus: Centering Marginalized Populations”<br/><i>Terra Brister, AJ Clauss, Andrew Ives, Joel Luedke, Ingrid Peterson, Will Vanroosenbeek (UWL Confidential Resources)</i></p>  | <p><b>Union 3310</b></p>                            |
| <p><b>Monday<br/>Panel Session 1<br/>2:30-3:45 p.m.</b></p>      | <p>“Preservice Teachers Using Undergraduate Research as a Call to Action”<br/><i>J. Scott Baker, Charlotte Roberts &amp; EDS 311 students (School of Education)</i></p> <p>“‘But...I’m a Good Person!’: Common Pitfalls of Well-Intentioned White People”<br/><i>Moira Ozias and Beck Hawkins (Student Affairs Administration)</i></p>   | <p><b>Union 3310</b></p> <p><b>Union 3314</b></p>   |
| <p><b>Monday<br/>Research Session 1<br/>4:00-5:30 p.m.</b></p>   | <p>“Social Justice and Public Monuments”<br/><i>Sierra Rooney &amp; ART 341 students (Art)</i></p> <p>“From Awareness to Advocacy: Using Intimate Partner Violence to Teach User Advocacy and Empathy in a Trauma-Informed Technical Writing Course”<br/><i>Bryan Kopp, Kate Parker and Lindsay Steiner (English)</i></p>  | <p><b>Union 3310</b></p> <p><b>Union 3314</b></p>   |
| <p><b>Monday<br/>Plenary Session 1<br/>5:30-7:00 p.m.</b></p>    | <p>“Collective Action by Local Nonprofit, Government, and Lending Organizations to Address Housing Discrimination and Opportunity”<br/><i>Hetti Brown (Executive Director, Couleecap, Inc.), Caroline Gregerson (Community Development Administrator, City of La Crosse), Majel Hein (Finding HOME Program, Marine Credit Union), Shaundel Spivey (President, Black Leaders Acquiring Collective Knowledge [B.L.A.C.K.])</i></p> | <p><b>Centennial 1300<br/>(Hall of Nations)</b></p> |
| <p><b>Monday<br/>Keynote Speaker</b></p>                         | <p>Dr. James Makokis, Saddle Lake Cree Nation doctor and two-spirit, with Anthony Johnson, a Navajo artist and two-spirit<br/><i>Cosponsored by the Pride Center</i></p>   | <p><b>Centennial 1300<br/>(Hall of Nations)</b></p> |

### **Lunch and Learn 1:**

#### **Confidential Sexual Assault Services on Campus: Centering Marginalized Populations**

*Terra Brister, AJ Clauss, Andrew Ives, Joel Luedke, Ingrid Peterson, Will Vanroosenbeek (UWL Confidential Resources)*

Sexism, racism, ableism, and homophobia make people of color, those with disabilities, and transgender individuals particularly susceptible to sexual violence. Experiences with institutionalized racism, sexism, homophobia, and ableism may make it difficult for college students, faculty, or staff members from these marginalized populations to trust the campus support services designed to help them. In order to adapt our system to the needs of these communities, UW-La Crosse has designated staff from areas of campus that serve these populations as Confidential Resources for sexual violence. Due to barriers presented by athlete culture, a Confidential Resource for student athletes is included. UWL Confidential Resources provide confidential support, information and referrals to services to members of our campus community who seek assistance. The Confidential Resource Program resulted in a 10% increase in referrals from underserved populations in its first year of operation. This presentation will examine the barriers to seeking help for sexual violence that people from marginalized communities often experience, as well as the ways that the Confidential Resource Program has helped to address some of these challenges on our campus.

### **Panel Session 1:**

#### **Preservice Teachers Using Undergraduate Research as a Call to Action**

*J. Scott Baker, Charlotte Roberts & EDS 311 students (School of Education)*

As part of EDS 311, Introduction to Curriculum & Pedagogy, preservice teachers in the School of Education write an undergraduate research paper regarding an issue important to schooling. The primary purpose of this article process is to give undergraduate students an opportunity to explore issues of social justice and curriculum important to them while they are in school – hoping that as they learn to explore their own voice, they can, in turn, use that knowledge to promote change in their/other classrooms. This session consists of various undergraduate paper presentations followed by a question & answer session between the audience and the presenters. Topics for presentations include social justice issues such as: student mental health, trauma-informed practice, multicultural education, poverty, and other diverse learners with/in the PK-12 school system as well as teacher training here on the UW-L campus. This presentation, while focusing on preservice teachers and their actions, welcome all interested in how educators use research to promote action.

#### **“But...I’m a Good Person!”: Common Pitfalls of Well-Intentioned White People**

*Moira Ozias and Beck Hawkins (Student Affairs Administration)*

In this session, participants will gain a foundational understanding of white privilege and the ways in which our existence as white people perpetuates racism—dispelling the myth of the "good white person." Using Robin DiAngelo's (2012) framework, we will address the common, yet harmful patterns well-intentioned white people fall into when engaging in conversations about race/anti-racism work. Participants

will then work in small groups to brainstorm ways to recognize these behaviors and adjust their actions to resist racism and build solidarity with communities of color. We will talk about the emotional and self-work unlearning racism requires of white people (Matias, 2016; Applebaum, 2017) and make specific individual commitments for working against racism in ourselves as white people and our communities.

### **Research Session 1**

#### **Social Justice and Public Monuments**

*Sierra Rooney & ART 341 students*

Social justice activists declare, often through political action, the values that they feel will push us toward a more progressive and just society. Public art carries the same charge: the figures we choose to celebrate in our monuments, and how we do so, are a powerful, permanent, concrete vision of what we're proud of in the past, and what our future should look like. In 2017 in Charlottesville, Virginia, the planned removal of a statue of Confederate Civil War general Robert E. Lee brought white nationalists and counter-protesters into a violent two-day clash, resulting in three deaths, and dozens wounded. Monuments deemed racist, sexist and culturally insensitive have continued to be dismantled in towns and cities across the U.S. How to address these monuments, who we should honor and why, is unavoidably a question of social justice. On this panel, students from my spring 2020 class, ART 341: Special Topics in Art History – Public Art in the U.S. will present public art proposals responding to the question: What should a public monument for La Crosse look like? The purpose of the project is challenge students to think critically about how public symbols can contribute to a nuanced understanding of our past, one that recognizes historically underrepresented voices.

#### **From Awareness to Advocacy: Using Intimate Partner Violence to Teach User Advocacy and Empathy in a Trauma-Informed Technical Writing Course**

*Bryan Kopp, Kate Parker and Lindsay Steiner (English)*

Technical communication has long been rooted in user advocacy (Grabill & Simmons, 1998; Johnson, 1998; Friess, 2010; Redish, 2010; Jones, 2016; Walton, 2016; Martin, Carrington, & Muncie, 2017). Our project describes how technical communication students explored user advocacy by creating trauma-informed, intimate partner violence (IPV) awareness campaigns for our campus. Our goal was to promote learning about positionality, privilege, and power in technical communication (Walton, Moore, & Jones, 2019). To create a supportive community of practice for instructors and students, we used a lesson study methodology, in which a team of teacher-researchers collaboratively design, observe, analyze, and revise a sequence of lessons. We will describe 1) the lesson study design, observational data, and findings, including examples of student work; 2) the design and implementation of a trauma-informed classroom around a social justice theme; and 3) actionable strategies that instructors can use to support students through trauma-informed technical communication pedagogy. (149)

### **Plenary Session 1**

#### **Collective Action by Local Nonprofit, Government, and Lending Organizations to Address Housing Discrimination and Opportunity**

*Hetti Brown (Executive Director, Couleecap, Inc.), Caroline Gregerson (Community Development Administrator, City of La Crosse), Majel Hein (Finding HOME Program, Marine Credit Union), Shaundel Spivey (President, Black Leaders Acquiring Collective Knowledge [B.L.A.C.K.]*

The City of La Crosse, La Crosse County, and Monroe County, recently published a study evaluating housing equity in our area, and the barriers residents face when attempting to access quality housing that is affordable. Among the study’s findings, the report notes disparities in home ownership and accessibility between white and racially and ethnically diverse populations. For example, less than 5% of Black, Native American, and multiple race households own their home as compared to 52.2% of white populations. Twice as many Hispanic and Black households live with significant housing needs, such as unaffordability, overcrowding, and insufficient plumbing facilities as compared to white households. Asian and Native American households are also more likely to live with these issues as compared to white households. This pattern was demonstrated in La Crosse and Monroe Counties as well. Representatives from nonprofit advocacy organizations, city government, and a local foundation have joined together to further understand the study’s results and develop solutions to increase housing equity in the area. In this panel discussion, presenters will discuss the root causes of housing inequity and how they are working together to address disparities in home ownership and housing quality for racially diverse populations.

**Tuesday, April 7<sup>th</sup>, 2020**

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| <p><b>Tuesday<br/>Special Events<br/>9:00-11:00 a.m.</b></p> <p><b>11:00 a.m.-12:00 p.m.</b></p> <p><b>7:30 p.m.-9:30 p.m.</b></p> | <p>“Trans Health Training with Dr. James Makokis”</p> <p>“Collective Art Installation: Silhouette Art Advocating Change”</p> <p>“Womxn of Color Scholarship Fundraiser”<br/><i>Sponsored by the Student Association</i></p>                                      | <p><b>Union 3310</b></p> <p><b>Center for Fine Arts, Student Art Gallery<br/>(3<sup>rd</sup> Floor)</b></p> <p><b>Greengrass Café (1904 Campbell Road)</b></p> |
| <p><b>Tuesday<br/>Lunch and Learn 2<br/>12:00 – 1:30 p.m.</b></p>  | <p>“From Data to Direct Action”<br/><i>Grace Engen (Institutional Research, Assessment and Planning) and Megan Litster (Associate Professor of Biology)</i></p>  | <p><b>Union 3310</b></p>   |
| <p><b>Tuesday<br/>Panel Session 2<br/>2:30-3:45 p.m.</b></p>   | <p>“Igniting Action through Media Representation: Undergraduate Research on Media, Identity and Advocacy”<br/><i>Evan Brody (Communication Studies) and CST 419 students: Hana Church, Erik Ellefson, Jackson Martinez, Emily Riebe, and Maria Vaudreuil</i></p> | <p><b>Union 3310</b></p>   |

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|   | <p>"Perspectives on SEIs at UWL: Is this tool a valuable service or an ineffective relic?"<br/> <i>Joint Multicultural Affairs Committee</i></p>                         | <b>Union 3314</b>                           |
| <p><b>Tuesday<br/>Research Session 2<br/>4:00-5:30 p.m.</b></p> | <p>"Reframing Identity as a Means for Social Change"<br/> <i>Bradley Butterfield (English), Sam Cocks (Philosophy) and Bryan Kopp (CATL/English)</i></p>                 | <b>Union 3310</b>                           |
| <p><b>Tuesday<br/>Workshop<br/>4:00-5:30 p.m.</b></p>           | <p>"Escalation Workshop for Dating Violence Prevention"<br/> <i>Office of Violence Prevention</i></p>  | <b>Union 3314</b>                           |
| <p><b>Tuesday<br/>Plenary Session 2<br/>5:30-7:00 p.m.</b></p>  | <p>"Responding to Hate in the Community: Thoughts on a Visual Campaign in La Crosse"<br/> <i>The Hate Has No Home Here Organizers</i></p>                                | <b>Union 3310</b>                           |
| <p><b>Tuesday<br/>Keynote Speaker<br/>7:30-9:00 p.m.</b></p>    | <p>2<sup>nd</sup> Annual Social Justice Keynote: "Dangerous Bodies, Dangerous Minds: Narrative as a Method of Resistance"<br/> <i>Dr. Justine Egner, (Sociology)</i></p> | <b>Hesprich Auditorium, Graff Main Hall</b> |

**Special Event: Trans Health Training with Dr. James Makokis**

Description forthcoming

**Special Event: Collective Art Installation: Silhouette Art Advocating Change**

Lisa Lenarz & ART 302/401 students

Opening for an interactive display that can be visited at any time during Social Justice Week (CFA 3<sup>rd</sup> Floor Student Gallery). Installation art is a powerful method of promoting advocacy and discourse related to socially charged issues and topics. The history of installation art has seminal roots in social justice work such as its underpinnings in Feminist Art (Woman House, CalArts, 1960's) as well as the Harlem Renaissance and Civil Rights Movement. Installation art can have many forms. One of the most powerful forms of installation art are simple life-sized, black paper silhouettes aimed toward advocating social issues through implied narratives of crafted figurative forms. Artist, Kara Walker, used these types of

silhouettes in her groundbreaking work to bring out new understandings about slavery and slave narratives. Creating and displaying installation artwork is not enough. Installation art requires public interaction and documentation of response and further discourse (in relation to issues brought about in the work). This project seeks to engage pre-service teachers in social justice work through collective installation artwork using silhouette narratives to advocate for some aspect of social change. The project also seeks to provide a community space for the public to interact with advocacy art and offer collective voice through posted responses and discourse related to larger social issues.

### **Special Event: Woxmn of Color Scholarship Fundraiser**

*Sponsored by the Student Association*

*(more information and donation link to come)\**

### **Lunch and Learn 2**

#### **From Data to Direct Action**

*Grace Engen (Institutional Research, Assessment and Planning) and Megan Litster (Associate Professor of Biology)*

Successful educators understand how to use data to improve instruction, making it important to establish a culture of data use in higher education. On this panel, Institutional Research, Assessment, and Planning and an Equity Liaisons representing an academic department will show you how to navigate the pool of data available to you. We understand that reviewing data can be time-consuming and figuring out what to do with the data can be daunting. We will share with you our stories of how we have worked together to turn data into direct action. We will share with you how we got started; how we determined if there was a need to request additional data beyond what was already available; how we identified equity gaps in academic success; how we set clear goals; how we created a plan to achieve these goals; and how we are able to consistently evaluate the effectiveness of our strategies with data.

### **Panel Session 2**

#### **Igniting Action Through Media Representation: Undergraduate Research on Media, Identity, and Advocacy**

*Evan Brody (Communication Studies) and CST 419 students*

The limits and possibilities of academic scholarship as a form of civic engagement are often questioned within the discipline of critical media studies. While some see media representations, technologies, and platforms as a unique realm for the promotion of direct action, others critique these spaces as overly simplified outlets for modern forms of 'slacktivism.' On this panel, undergraduate students from CST 419: Media and Identity will present their findings from course research projects which examine the relationship between media and identity. While these projects take mediated representations as their starting point, they move beyond simple textual analyses in order to engage with the question of "Igniting Action." As such, they aim to better understand how media products aid, or distract from, advocacy and activist goals. In conversation with Dr. Brody, students will present their research findings and discuss the relationship between their particular media artifacts and larger notions of media literacy, community engagement, and direct action. This panel will display a variety of undergraduate research projects geared towards questions of equity, social justice, and "showing up."

## **Perspectives on SEIs at UWL: Is this tool a valuable service or an ineffective relic?**

*Joint Multicultural Affairs Committee*

Many studies have shown that there is substantial bias in student evaluation of instruction (SEI) related to gender, race, and other factors unrelated to an individual's effectiveness as an instructor. SEI is utilized for every class at UWL and plays at least some role in the performance evaluations of instructors. An ad hoc SEI committee on campus examined some aspects of SEI over the last year and provided a report which revealed some alarming data related to bias and overall instructor perceptions of SEI. In this panel, we will investigate aspects of this report and information from other sources to discuss three different aspects of SEI: 1) UWL instructor perspectives and experiences related to SEI; 2) Current use of SEI at UWL for faculty performance evaluation with respect to UW system requirements; and 3) Student perceptions of SEI, along with a discussion of other potential outlets for student feedback. We will have panel and group discussions related to these three topics. We hope to illuminate some of the negative and positive aspects of SEI from all three perspectives and discuss ways that SEI could be improved to serve both students and faculty better.

## **Research Session 2**

### **Reframing Identity as a Means for Social Change**

*Bradley Butterfield (English), Sam Cocks (Philosophy) and Bryan Kopp (CATL/English)*

This panel will feature different perspectives on how the concept of "identity" can be reframed to promote social change, drawing insights from American pragmatism, Buddhism, and speech act theory. Responding to Karl Marx's call for philosophers to change the world, Bradley Butterfield will discuss a pragmatic approach to reframing identity in the American language of "liberty and justice for all" that will help advance progressive causes. Sam Cocks will share how Buddhist concepts of "interdependence" between people and the "impermanence" of all things can transform rigid notions of identity and serve as a ground for compassionate social change. Bryan Kopp will focus on contemporary debates around hate speech and how they are shaped by the notions our legal systems give us about identity and power. One avenue for social change, he suggests, may be found in Judith Butler's ideas about how we perform our speech and actions in ways that can either wound or heal.

## **Workshop**

### **Escalation Workshop for Dating Violence Prevention**

*Office of Violence Prevention*

*Escalation* is a film that honestly and compellingly tells the story of an abusive relationship — from its sweet beginnings to the tragic end. The authentic depiction of unhealthy behavior escalating into violence helps you understand and recognize the early signs of relationship abuse. The film screening is followed by a guided discussion.

## Plenary Session 2

### Responding to Hate in the Community: Thoughts on a Visual Campaign in La Crosse

In this session organizers of the Hate Has No Home Here - La Crosse campaign (<https://www.gofundme.com/f/hate-has-no-place-in-la-crosse>) will share our experience in responding to recent acts of hate, bigotry, and racism in our community. A unique aspect of this campaign is its collaborative nature between the university, local organizations, and neighborhood associations. We will discuss the background to the campaign, a few challenges and opportunities we have encountered, and offer our thoughts on the future direction of the campaign.

## Keynote Session 2

### Dangerous Bodies, Dangerous Minds: Narrative as a Method of Resistance

#### 2<sup>nd</sup> Annual UWL Social Justice Keynote: Dr. Justine Egnér, Sociology

In a world of alternative facts, where truth is up for debate, how do we as social justice actors speak truth to power in a way that will enact and ignite meaningful social change? I argue that through the artful production of resistance narratives we can combat the stigmatization and marginalization of oppressed people broadly, and disabled people in particular. This talk will contend with narratives as they produce social meaning and societal understandings of marginalized identities, bodies, and minds. Narratives inform how we draw moral lines between bodies and minds we perceive as valuable and those we understand as worthless. American narratives have devalued and objectified marginalized identities, specifically as it pertains to disability. This talk will highlight the current circulating narratives that construct disability as dangerous. As narratives produce what we understand as undesirable, so too can they deconstruct these understandings and introduce new meanings. New stories can challenge negative evaluations of existing stories and construct alternative, positive possibilities for *self-stories* and can contribute to the construction of community culture. This talk will engage with, how through the deployment of *resistance* narratives, we can contest oppression of marginalized identities and bodies generally, and disability specifically.

Wednesday, April 8<sup>th</sup>, 2020

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| <b>Wednesday<br/>Lunch and Learn 3<br/>12:00 – 1:30 p.m.</b> | <i>"Speech Acts and Freedom of Speech"<br/>Joint Committee for Free Speech Promotion</i>  | <b>Union 2120 (Cliffwood Bluffs)</b> |
| <b>Wednesday<br/>Panel Session 3<br/>2:30-3:45 p.m.</b>      | <i>"Inaction is Not Acceptable: Igniting Teacher Candidates' Passion for Advocacy"<br/>J. Scott Baker, Charlotte Roberts and teacher candidates (School of Education)</i> | <b>Union 3310</b>                    |



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|  | <p>"Applicable Activism: Creating a Blueprint for Grassroots Activism at UWL"<br/> <i>Douglas Krouth, Jack Toennies, and McKenna Godager with facilitator Dr. Evan Brody (Communication Studies)</i></p>  | <b>Union 3314</b>                            |
| <p><b>Wednesday<br/>Workshop<br/>4:00-5:30 p.m.</b></p>          | <p>Bystander Intervention Training (Showing Up for Racial Justice)<br/> <i>SURJ MKE and La Crosse Area SURJ</i></p>   | <b>Union 3310</b>                            |
| <p><b>Wednesday<br/>Plenary Session 3<br/>5:30-7:00 p.m.</b></p> | <p>"Intervention, Compliance, and Survival: Navigating the Intersections of Fat Hatred, Anti-Latina/o/x Sentiment, and the American Dream"<br/> E. Cassandra Dame-Griff, Ph.D.<br/> Assistant Professor of Critical Race &amp; Ethnic Studies<br/> Gonzaga University</p>                 | <b>Centennial 1300 (Hall of Nations)</b>     |
| <p><b>Wednesday<br/>Keynote Speakers<br/>7:30-9:00 p.m.</b></p>  | <p>"Challenging Fatphobia and Diet Culture: A Critical Dialogue"<br/> <i>E. Cassandra Dame-Griff (Gonzaga University), Rebecca Stetzer (registered dietician and founder of Food Freedom, LLC), Darci Thoune (English).</i><br/> <i>Moderated by: Laurie Cooper Stoll (Sociology)</i></p> | <b>Hesperich Auditorium, Graff Main Hall</b> |

### **Lunch and Learn 3**

#### **Speech Acts and Freedom of Speech**

*Joint Committee for Free Speech Promotion*

This roundtable, organized by UWL's Joint Committee for Free Speech Promotion, will continue a discussion that began during Free Speech Week (October 2019) on our rights and responsibilities related to free speech on campus. Where the Free Speech Week event focused on facts, myths, and the legal implications of free speech, this roundtable will consider freedom of speech from a variety of theoretical and academic lenses. The discussion will be grounded in speech act theory, which claims that certain spoken language functions as action rather than simply as utterance. The invited professors and students will discuss topics such as literature as free speech, political action through speech, hate speech, speech as truth making, censorship, speech as education, and more. The roundtable will consider how we can use speech to drive change and to ignite action.

### **Panel Session 3**

#### **Inaction is Not Acceptable: Igniting Teacher Candidates' Passion for Advocacy**

*J. Scott Baker, Charlotte Roberts and teacher candidates (School of Education)*

Historically, the schoolhouse has been viewed as a neutral space full of neutral students, faculty, and administration. However, with changing demographics, access to more information, and a focus on providing social justice to all citizens, there is a growing discussion on the schoolhouse's place in those conversations. How does a teacher advocate for others? What does activism look like in the classroom? Understanding what constitutes activism and advocacy in the PK-12 classroom is a difficult task for teacher candidates; however, as the classroom continues to become a more pluralistic space for varied lived experiences, it is incumbent future educators learn how they advocate for themselves and/or others within their classroom walls daily. In this interactive session, which focuses on teacher candidates understanding of advocacy, all who want to explore a school's role in advocacy are welcome. Rotations during this presentation will explore: 1) activism; 2) advocacy; and 3) community engagement through exploration of art, creative projects, and dialogue.

### **Applicable Activism: Creating a Blueprint for Grassroots Activism at UWL**

*Douglas Krouth, Jack Toennies, and McKenna Godager with facilitator Dr. Evan Brody (Communication Studies)*

This presentation will unpack the experiences of UWL students involved with activist organizing in order to explore how individuals can apply activist principles to their own interests. Student presenters will first engage in a conversation surrounding their own volunteer efforts, using the ONE campaign as a case study, before leading a workshop with attendees aimed at helping individuals better understand the principles and possibilities of grassroots activism. Ultimately, this panel engages in a critical discussion of the role of activism in contemporary society in order to help community members understand, and begin to plan for, the various ways they can create direct calls to action surrounding issues effecting their local communities.

### **Workshop Session**

Bystander Intervention Training (Showing Up for Racial Justice)

*SURJ MKE and La Crosse Area SURJ*

Stephanie Rodes of SURJ MKE and Joella Striebel of La Crosse Area SURJ will lead a workshop on bystander intervention to interrupt discriminatory acts. Bystander Intervention training will focus on ways to intervene in public instances of racist, sexist, anti-Muslim, anti-Semitic, anti-Trans, anti-immigrant and other forms of oppressive interpersonal violence and harassment, while considering the safety of all parties. The physical and vocal practice of various strategies is designed to change social norms and encourage people to find ways to interrupt violence and prevent further harm. This workshop includes a learning segment of tips and strategies, how to document, film the police, know your rights as an intervener, and practice scenarios constructed on ways to show up and support a diversity of identities through an intersectional lens, both as the intervener and the person experiencing harm.

### **Plenary Session**

**Intervention, Compliance, and Survival: Navigating the Intersections of Fat Hatred, Anti-Latina/o/x Sentiment, and the American Dream**

**E. Cassandra Dame-Griff (Gonzaga University)** holds a PhD in American Studies, with a focus on U.S. Latina/o/x Studies. Her work examines the intersections of anti-fat and anti-Latina/o/x public rhetoric, focusing the racialization of fatness as evidence of Latina/o/x pathology and unassimilability. She describes her talk: Who is allowed to be fat in the United States? More specifically, how does our national disdain for fatness—best demonstrated by our continuing “War on Obesity”—reflect and reinforce xenophobia, nationalism, and the racialization of Latina/o/x immigrants and their descendants as non-and-never-to-be Americans? In this talk, I will discuss how the characterization of Latinas/os/xs as a monolithic and “obese” population is used to justify seemingly benevolent interventions into our lives and communities by organizations which purport to “help” us by encouraging and sometimes mandating weight loss as a condition of their assistance. I argue that these interventions reinforce narratives of racial, ethnic, and cultural pathology, reinforcing public perceptions of Latinas/os/xs as unassimilable and undesirable bodies. Furthermore, this talk examines the role of Latina/o/x compliance with American anti-fatness ideologies, focusing on how racial inequity fuses with the neoliberalist politics and policies of the American Dream to ensure compliance with intentional weight loss practices. While I do not suggest that Latinas/os/xs who choose to engage in weight loss are dupes of benevolent interventionism, I do argue that that for many, compliance becomes a short-term survival tactic in which complying with the core tenets of anti-fat ideology appears to offer safety, comfort, and the fulfillment of basic needs. Ultimately, I offer a critique of embracing weight loss as a means of securing racial justice and equity, especially for those understood as racial, ethnic, and cultural “others.”

### Keynote Speakers

#### Challenging Fatphobia and Diet Culture: A Critical Dialogue

*E. Cassandra Dame-Griff (Gonzaga University), Rebecca Stetzer (registered dietician and founder of Food Freedom, LLC), Darci Thoune (English).*

*Moderated by: Laurie Cooper Stoll (Sociology)*

Research indicates fatphobia is on the rise despite recent attention to body positive movements. The purpose of this session is to bring together in conversation four experts who engage in work that challenges fatphobia and diet culture, including through their research, activism, and/or private practice. The first part of this session will include a guided discussion moderated by panelist, Dr. Laurie Cooper Stoll. This will be followed by questions from the audience. Participants will learn how people can engage in this important work from different entry points.

**Thursday, April 9<sup>th</sup>, 2020**

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| <b>Thursday<br/>Special Events<br/>11:00 a.m.-12:00 p.m.</b> | “Collective Art Installation: Silhouette Art Advocating Change”  | <b>Center for Fine Arts, Student Art Gallery<br/>(3<sup>rd</sup> Floor)</b> |
| <b>Thursday<br/>Lunch and Learn 4<br/>12:00 – 1:30 p.m.</b>  | “Stomp Out Stigma!: Mental Health Dialogues”<br><i>Facilitated by Cassandra Wormer (Student Wellness) &amp; Gretchen Reinders<br/>(Counseling and Testing)</i> | <b>Union 2120 (Cliffwood Bluffs)</b>  |

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| <p><b>Thursday<br/>Panel Session 4<br/>2:30-3:45 p.m.</b></p>    | <p>“Showing Up and Igniting Action in Local Communities: Undergraduate Public Advocacy Projects from Communication and Civic Engagement”<br/><i>Beth Boser (Communication Studies) &amp; CST 211 students</i></p> <p>“Our Regional Collaboration to Build an Equitable, Just and Inclusive Multicultural Community”<br/><i>Alyssa Gostonczik (Viterbo University), Thomas Harris (Office of Multicultural Student Services), Joshua Hertel (Mathematics &amp; Statistics), Rebecca Schwarz (YWCA La Crosse) and Amanda Strosahl (Gundersen Health Systems)</i></p> | <p><b>Union 3310</b></p> <p><b>Union 3314</b></p> |
| <p><b>Thursday<br/>Research Session 4<br/>4:00-5:30 p.m.</b></p> | <p>“Anti-Racist Pedagogy in the Classroom: Applications and Challenges”<br/><i>Whitney George (Mathematics &amp; Statistics), Tom Jesse (English), and Nese Nasif (Marketing)</i></p> <p>“Belonging: A Key Ingredient for an Inclusive Campus”<br/><i>Grace Deason and Ashley Edwards, CASSH Recruitment &amp; Retention Committee</i></p>   | <p><b>Union 3310</b></p> <p><b>Union 3314</b></p> |
| <p><b>Thursday<br/>Plenary Session 4<br/>5:30-7:00 p.m.</b></p>  | <p>“Mascots, Statues, and Pipelines: An Exploration of the Doctrine of Discovery as it relates to modern Understandings of Indigeneity”<br/><i>Ariel Beaujot (History), Dan Green (Educational Studies), and Ben Morris (Pastor, Lutheran Campus Ministry at Common Ground)</i></p>  | <p><b>Centennial 1300 (Hall of Nations)</b></p>   |
| <p><b>Thursday<br/>Keynote Speakers<br/>7:30-9:00 p.m.</b></p>   | <p>TRANSparency: Speaking Our Truths<br/><i>Cosponsored by the Pride Center</i></p>  | <p><b>Student Union 2130 (The Bluffs)</b></p>     |

**Special Event: Collective Art Installation: Silhouette Art Advocating Change**

Lisa Lenarz & ART 302/401 students

Opening for an interactive display that can be visited at any time during Social Justice Week (CFA 3<sup>rd</sup> Floor Student Gallery). Installation art is a powerful method of promoting advocacy and discourse related to socially charged issues and topics. The history of installation art has seminal roots in social justice work such as its underpinnings in Feminist Art (Woman House, CalArts, 1960’s) as well as the Harlem Renaissance and Civil

Rights Movement. Installation art can have many forms. One of the most powerful forms of installation art are simple life-sized, black paper silhouettes aimed toward advocating social issues through implied narratives of crafted figurative forms. Artist, Kara Walker, used these types of silhouettes in her groundbreaking work to bring out new understandings about slavery and slave narratives. Creating and displaying installation artwork is not enough. Installation art requires public interaction and documentation of response and further discourse (in relation to issues brought about in the work). This project seeks to engage pre-service teachers in social justice work through collective installation artwork using silhouette narratives to advocate for some aspect of social change. The project also seeks to provide a community space for the public to interact with advocacy art and offer collective voice through posted responses and discourse related to larger social issues.

#### **Lunch and Learn Session 4**

##### **Stomp out Stigma: Mental Health Dialogues**

*Facilitated by Cassandra Worner, Coordinator of Student Wellness, Wellness and Health Advocacy and Gretchen Reinders, Director, Counseling and Testing Center*

Wellness and Health Advocacy, Counseling and Testing, and Active Minds are collaborating to bring Stomp Out Stigma: Mental Health Dialogues back to UWL for the fifth year as part of Social Justice Week. This event is a student-lead panel discussion aiming to raise awareness, reduce stigma, educate, and advocate for those who are coping with mental health concerns on our campus. We are hosting this event again this year to allow more voices, experiences, and personal stories to be heard. Previous panelists have shared their stories represent a spectrum of mental health concerns, including but not limited to: depression, anxiety, suicidal ideation, disordered eating, substance use disorders, and posttraumatic stress disorder. Panelists will have approximately 15 minutes to tell their unique story, reflect upon their challenges with mental illness, and share what has helped them along their journey. For panelists, this is a safe space to tell their story. For participants, hearing someone else talk about their mental health may encourage them to talk about their own struggles with others and encourage them to fight back against stigma and discrimination. This year's event will include discussion around self-care, resiliency, and how we can build a more inclusive learning environment here at UWL.

#### **Panel Session 4**

##### **Showing Up and Igniting Action in Local Communities: Undergraduate Public Advocacy Projects from Communication and Civic Engagement**

*Beth Boser, Communication Studies*

The world is full of so many problems; how can one person hope to make a positive change? Panelists will demonstrate their own unique answers to this question by discussing the semester-long Public Advocacy Project they completed in CST 211: Communication and Civic Engagement. Each project is community-based, local, collaborative, sustainable, and deliberative. For the project, students identify and analyze a social problem in a community of which they are a part, and conduct in-depth community-based research to gain a comprehensive understanding of the problem from multiple perspectives. Based on this research, a plan to sustainably address the problem is developed and then presented to key agents of change within the community. This panel will highlight the importance of the community inquiry that precedes

community advocacy, and demonstrate a process for empowering students to engage in ethical community work that addresses real community-driven needs.

### **Our Regional Collaboration to Build an Equitable, Just and Inclusive Multicultural Community**

*Alyssa Gostonczik (Viterbo University), Thomas Harris (Office of Multicultural Student Services), Joshua Hertel (Mathematics & Statistics), Rebecca Schwarz (YWCA La Crosse) and Amanda Strosahl (Gundersen Health Systems)*

The 2020 Waking Up White Regional Community Learning Collaborative, which involves hundreds of people, is a multi-year effort to engage the West Central Region of Wisconsin, including La Crosse in courageous conversations and introspection about race. There are three main components of the Collaborative: 1) Creating a Healthier Multicultural Community Project, 2) Regional Read of Debby Irving's book *Waking Up White* and 3) attending and supporting the White Privilege Symposium that is scheduled for La Crosse on October 16th – 17th 2020. Come hear how you can become involved and benefit from this collaborative effort organized to inform, equip and empower our entire region to take actions to build and sustain a more equitable, just and inclusive multicultural community.

### **Research Session 4**

#### **Anti-Racist Pedagogy in the Classroom: Applications and Challenges**

*Whitney George (Mathematics & Statistics), Tom Jesse (English), and Nese Nasif (Marketing)*

With the recent publication of Ibram X. Kendi's *How to Be an Antiracist* (2019), the national conversation surrounding antiracism has finally begun to move beyond theoretical debates and into the realm of everyday practice—moving, that is, beyond what antiracism is to examinations of how antiracism does. This SJW20 presentation will focus specifically on the form and function of antiracist pedagogies in today's secondary and postsecondary classrooms. If, as Kendi argues, antiracism “is ultimately about the basic struggle we're all in, the struggle to be fully human and to see that others are fully human” (11), then it is imperative that, as educators committed to social justice, we fully understand how our teaching contributes to—and hopefully meliorates—students' negotiation of that very basic human struggle.

#### **Belonging: A Key Ingredient for an Inclusive Campus**

*Grace Deason and Ashley Edwards (CASSH Recruitment and Retention Committee)*

Many students question whether they belong at UWL, and students of color are more likely than white students to consider leaving. A recent survey found that 40% of employees in the U.S. feel isolated at work, with implications for UWL faculty. In this session, we will explore the experience of *belonging* through our own personal narratives and those of students on our campus. What does it feel like to belong, and to feel that you do not belong? Why is it important for the well-being and retention of faculty and students? What can be done to increase one's sense of belonging, and what efforts are underway at UWL? We will draw on recommendations compiled by the CASSH Recruitment & Retention Committee to inspire faculty and student attendees to enhance belonging on our campus in creative, research-supported ways.

## Plenary Session

### **Mascots, Statues, and Pipelines: An Exploration of the Doctrine of Discovery as it relates to modern Understandings of Indigeneity**

*Ariel Beaujot (History), Dan Green (Educational Studies), and Ben Morris (Pastor, Lutheran Campus Ministry)*

The Doctrine of Discovery allowed European explorers to claim any territories inhabited by non-Christians for their kings and queens, this despite the fact that most were previously inhabited by Indigenous peoples. The Doctrine of Discovery underlies North American property laws and has colored the experience of Native Americans under colonial expansion resulting in wars, displacement, reservations, and boarding schools. These ill-advised measures have begotten stereotypes, cultural appropriations, and disputes over land rights that we struggle with today. In this panel, Dan Green, Ariel Beaujot, and Benjamin Morris will discuss three ways in which the Doctrine of Discovery continues to affect the way Native Americans are perceived by non-Indigenous people by focusing on examples of Mascots, Statuary, and Pipelines. The work of all three scholar/practitioners has moved beyond theory leading each to activism, advocacy, and community engagement, experiences that will also be shared as part of the panel discussion. Dr. Beaujot's brief film, "My Wisconsin," will also be shown as a part of this panel.

## Keynote Speaker

### **TRANSpparency: Speaking Our Truths**

A panel conversation and Q&A with 3 trans survivors of domestic and cultural assault. *(More detailed description forthcoming.)*

**Friday, April 10<sup>th</sup>, 2020**

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| <b>Friday<br/>Special Events<br/>11:00 a.m.-1:00 p.m.</b> | TRANSpparency: Writing Workshop   | <b>Union 3310</b>  |
| <b>Friday<br/>Lunch and Learn 5<br/>12:00 – 1:30 p.m.</b> | Inclusive Teaching Roundtable<br><i>Facilitated by the Institute for Social Justice Inclusive Teaching Subcommittee</i> | <b>Bluffs 2130</b> |
| <b>Friday<br/>2:30-4:30 p.m.</b>                          | Loving Day Celebration<br><i>Sponsored by IOPA (Intercultural Organization Promoting Awareness)</i>                     | <b>Bluffs 2130</b> |