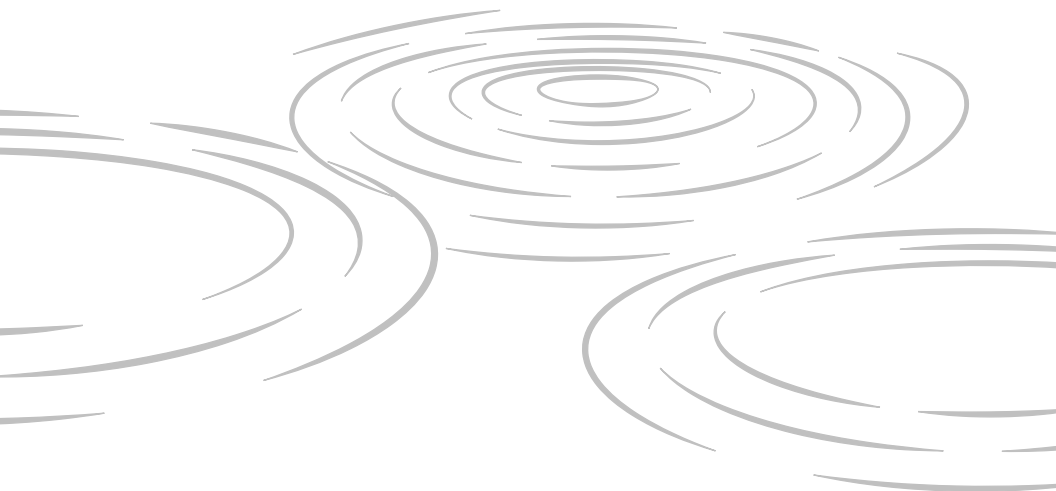


DIALOGUE MATTERS

BRIDGING VOICES AT UWL



CENTER FOR TRANSFORMATIVE JUSTICE



UWL'S INDIGENOUS LAND RECOGNITION STATEMENT

We would like to recognize that the University of Wisconsin-La Crosse occupies the land of the Ho-Chunk people. Please take a moment to celebrate and honor this ancestral Ho-Chunk land, and the sacred lands of all indigenous peoples.

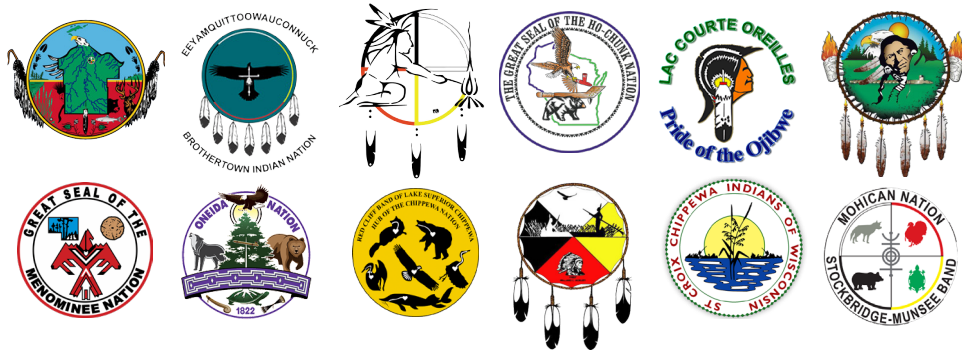
The shared governance bodies adopted the UWL Indigenous Land Recognition Statement:
Student Association on 4/6/2016
Academic Staff Council on 2/13/2017
Faculty Senate on 3/9/2017
University Staff Council on 4/11/2017



FIRST NATIONS STATEMENT

This past academic year, departments across campus called for initiatives to honor Wisconsin First Nations, including reigniting the Native American Student Association (NASA) and hosting acclaimed author Robin Wall Kimmerer, which spurred conversation to pursue the life of duality that she called us to. UWL hosted a keynote lunch and learn, featuring staff member Leanne Vigue, to highlight Native American History Month. At this event, she shared powerful personal stories and explained the complex history of Indian boarding schools. We've also showcased impactful documentaries like 'Warrior Lawyers' and hosted Emmy-winner Casey Brown for a night of comedy and education to learn about Ho-Chunk history in Wisconsin.

As we look to the years ahead, numerous projects are in the works. This includes a Cultural Foods project to enrich campus dining with diverse global cuisines, an Indigenous Garden for healing plants, and the proposal of a smudging policy that will regulate the use of ceremonial tobacco and sacred medicines for spiritual practices while ensuring safety and respect.. Initiatives are in partnership with UW institutions, the Ho-Chunk Nation, NASA and others. These efforts underscore our commitment to fostering belonging and uplifting each other to act. As we navigate this important work, we must listen for understanding, then move forward with meaningful, tangible efforts. There is much yet to be done, but we are committed to restitution.



Bad River Band of Lake Superior Chippewa | Brothertown Nation* (not federally/state recognized) | Forest County Potawatomi | Ho-Chunk Nation | Lac Courte Oreilles Band of Lake Superior Chippewa | Lac Du Flambeau Band of Lake Superior Chippewa | Menominee Indian Tribe of Wisconsin | Oneida Nation | Red Cliff Band of Lake Superior Chippewa | Sokaogon Chippewa Community (Mole Lake Band of Lake Superior Chippewa) | St. Croix Chippewa Indians of Wisconsin | Stockbridge-Munsee Community Band of Mohican Indians

UWL MISSION & VALUES

The mission of the University of Wisconsin-La Crosse is to provide “a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success.” In pursuit of this mission, UWL encourages and protects diverse perspectives, the free flow of ideas, and open discussion among students, faculty, staff, and other members of the campus community. Constructive engagement with differing perspectives in a climate of free inquiry is essential to the pursuit of knowledge. UWL is committed to providing all members of the university community the broadest possible latitude to speak, write, listen, challenge and learn.



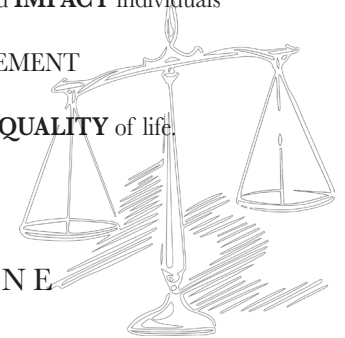
VALUES

- MEN'S CORPUSQUE fosters student growth in both **MIND** and **BODY**.
- The WISCONSIN IDEA asserts that education should **IMPACT** individuals **BEYOND** the classroom.
- **DIVERSITY, EQUITY, INCLUSION**, and **ENGAGEMENT** incorporates **GLOBAL** viewpoints.
- A sense of **WORK** and **LIFE BALANCE** to promote **QUALITY** of life.



PURPOSE OF ZINE

- To promote dialogue and understanding among students
- To build a resilient campus community that supports and educates civil dialogue, inclusivity, and free expression



FREE EXPRESSION

Free expression is the concept that **individuals** and **communities** have a right to express their opinions and ideas openly.

On campus and in society, free speech often takes the form of language, artistic expression, print materials, and non-verbal communication.



First Amendment rights include freedom of religion, freedom of speech, freedom of the press, freedom of assembly, the right to petition, freedom of expressive association, and academic freedom.

The terms “**free expression**” and “**academic freedom**” are used here to encompass all First Amendment rights.



The state of Wisconsin has statutes that guide public forum on university campuses.

While UWL does not limit the exchange of ideas — even ideas that some may consider offensive, disagreeable, or even hateful — this does not mean that the university condones, supports, or agrees with all ideas expressed.



Schiell, T. (Ed.). (2024, April 10). WICCD events. Wisconsin Institute for Citizenship and Civil Dialogue. <https://www.wisconsin.edu/wiccd/> | Wisconsin Legislature. (n.d.). Chapter UWS 18: Conduct on university lands. Wisconsin Administrative Code. Retrieved June 26, 2024, from https://docs.legis.wisconsin.gov/code/admin_code/uws/18

RIGHTS & RESPONSIBILITIES

Amendment I

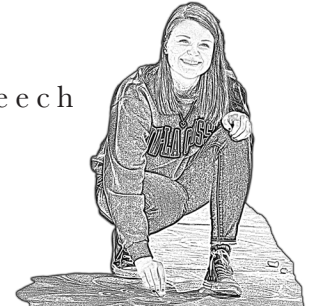
Congress shall make no law respecting an establishment of **religion**, or prohibiting the free exercise thereof; or abridging the freedom of **speech**, or of the **press**; or the right of the people peaceably to **assemble**, and to **petition** the government for a redress of grievances.



Often Protected Speech

Various forms of speech are **protected**, including:

- Identity-based slurs
- Controversial political topics
- Provocative artistic expression
- Offensive speech



Some protected speech, including hate speech, while often protected, can still cause harm to a community and should be condemned, necessitating it be addressed.

Unlawful Speech / Actions

It is **unlawful** to engage in the following:

- True threats
- Harassment targeting specific groups based on *protected class*.
Protected class is a group of people legally protected from discrimination or harassment based on a shared characteristic, including race, gender, age, disability, sexual orientation.
- Incitement of illegal activity



POP QUIZ

Answers at bottom of page

- What year was the Constitution written?
- What is an “amendment?”
- The Constitution was ratified 1789
- The first 10 amendments to the Constitution are called the Bill of Rights

National Archives and Records Administration. (n.d.). Terminology. Retrieved July 16, 2024, from <https://www.archives.gov/eoo/terminology.html#p>
Pop Quiz answers: 1787; An amendment is a change to the Constitution.

HATE CRIME

Criminal act or attempted criminal act, motivated, in whole or part, by an individual's or group's actual or perceived race, ethnicity, religion, sexual orientation, gender identity, gender, or another protected class.

For an act to qualify as a hate crime:

1. A crime must take place
2. That crime must be motivated by bias against one or more protected characteristics identified in federal, state and/or local statutes

BIAS

An inclination or preference either for or against an individual or group that interferes with impartial judgment. Bias can be conscious or unconscious and is a product of socialization and life experiences that shape our perceptions and judgments.



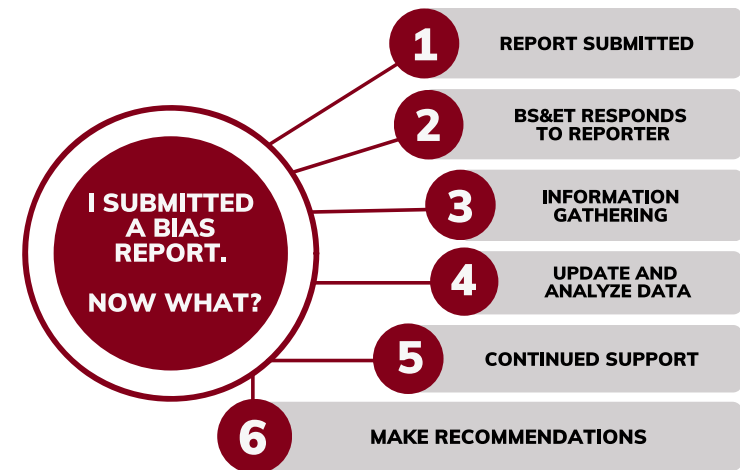
When an act of bias occurs,
you **can have agency**.

Here are some options, depending on severity and what feels right to you.

- Call in: Addressing with care, not shame, to understand and educate.
- Self-advocate: Asserting your own interests and needs.
- Be an upstander: Speaking against injustice or wrongdoing.
- Let an someone know: Informing an RA or trusted staff/faculty member.
- Submit a bias report: Letting UWL administration know about an incident.
- Use counter-speech: Addressing harmful speech with alternatives viewpoints.
- Plan a counter demonstration: Coordinating an event or demonstration to oppose a cause.
- Write a letter to a legislator: Explaining your viewpoints to local representatives.
- Ignore it: Walking away can be the best option.

WHAT IS THE BIAS SUPPORT & EDUCATION TEAM (BS&ET)?

BS&ET addresses forms of bias through campus climate assessment, impactful education, and comprehensive support to develop a community of belonging.



What form do I fill out?

Situation	Report
Hate or act of bias	Hate/Bias report
Concerning behavior from a student	Student of concern report
Academic dishonesty	Academic misconduct/infringement
Violation of student code of conduct (separate from civil & criminal action)	Non-academic misconduct report
Learned or witnessed sexual violence	Sexual misconduct/Title IX report
Criminal actions or emergency	University Police: 608.789.9999 or 911

FIND YOUR
BELONGING



AGREEMENTS FOR DISCUSSION

- Stay engaged, be curious and present
- Be aware of intent as well as impact
- Check your contributions
- Care for yourself and others



WHAT IS YOUR UWL STORY?

What is your hometown, state, country? Paint the picture (setting)

Who are key people in your life? (characters)

What are you planning to major in?
(What does the end of your UWL story look like?)

What is something that makes you unique?
Or what are you passionate about?

What connects you with others?



SELF-REFLECTION JOURNAL PROMPT

What are the pathways to belonging?
What path will you choose?

There is no 1 pathway to success.

WORK SPACE



Glossary

View online: uwlax.edu/go/ctj-nso-zine

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AD SECTION [intentionally blank]

CIVIC ENGAGEMENT GLOSSARY OF TERMS

1st Amendment: Protects freedom of speech, religion, press, assembly, and the right to petition the government for grievances.

Academic Freedom: Ensures instructors, students, and institutions can pursue knowledge without undue political or government interference.

Amendment: An alteration or addition to the constitution; 27 to date.

Belonging: Feeling integral to a community or group, accepted and supported.

Bias: Favoritism or prejudice toward one thing, person, or group over another.

Bill of Rights: First ten amendments to the U.S. Constitution.

Call In: Addressing mistakes with empathy and understanding rather than shame.

Civil Discourse: Respectful exchange of ideas and opinions to foster understanding.

Compelled Speech: Forces expression, infringing on freedom of expression or conscience.

Constitution: Established in 1789, outlines the U.S. government's structure and operations.

Content/Viewpoint Neutrality: Ensures speech regulations are not based on content or perspective, providing equal protection.

Counter Speech: Challenges or rebuts harmful speech, amplifying alternative viewpoints.

Defamation: Damages reputation through false statements.

Diversity: Variety of identities, experiences, and perspectives among individuals.

Educational Equity: Fair access to opportunities, resources, and services, irrespective of background or identity.

Hate Crime: Criminal act or attempted criminal act, motivated, in whole or part, by an individuals or groups actual or perceived race, ethnicity, religion, sexual orientation, gender identity, gender, or another protected class.

Hate Speech: Promotes hatred, discrimination, or violence against individuals or groups based on protected characteristics.

Heckler's Veto: A situation where the speech or expression is restricted or suppressed due to disruptive reactions without legal intervention.

Hostile Environment: Atmosphere of harassment, discrimination, or intimidation based on protected characteristics.

Identity: Personal and group characteristics shaping interactions and experiences.

Inclusion: Active involvement and respect for diverse social and cultural groups.

Prejudice: Forming opinions without sufficient knowledge.

Protected Class: A protected class is a group of people who are legally protected from discrimination or harassment based on a shared characteristic. These characteristics can include race, gender, age, disability, or sexual orientation. Protected classes are protected by both federal and state laws in the United States

Time, Place, and Manner: Legal principles to regulate where and when free speech, such as demonstrations, can occur.

True Threats: Serious and genuine threats of harm or violence.

View the extended, online version



"It is not our differences that divide us.
It is our inability to recognize, accept,
and celebrate those differences."
- Audre Lorde



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