

<p>Monday April 4th</p>	<p>Lunch and learn 12:00 - 1:30PM Title: Stomp Out Stigma: Mental Health Dialogues Presenters: Gabrielle Smartt, Gretchen Reinders, and Blythe McConaughy Union 2130 Grandad</p>	<p>Panel Session 1 2:30 - 3:45PM Title: We Live in La Crosse: Using Linguistically Diverse Oral Histories to Build Community Presenters: Dr. Heather Linville and Dr. Tiffany Trimmer Union 3310</p>	<p>Panel Session 2 4:00 - 5:15PM Title: Math for the People Presenter: Whitney George Union 3310 Virtual Panel</p>	<p>Plenary Session 5:30 - 6:45PM Title: Responding to Hate in the Community: Thoughts on a Visual Campaign in La Crosse Presenter: Joshua Hertel Centennial 1300 HON</p>	<p>Keynote Speaker 7:00 PM - 8:30 PM Adam Maurer & Jose Rubio-Zepeda "Pushing the Ladder: Liberating Ourselves, Environmental (In)Justice, Activism, and Joy" Union 0120 Theater </p>
<p>Tuesday April 5th</p>	<p>Lunch and learn 12:00 - 1:30PM Title: Inclusive Teaching 101 Presenter: CATL Staff Union 2130 Grandad</p>	<p>Session Cancelled:</p>	<p>Panel Session 2.1 & 2.2 4:00 - 5:15PM 2.1 Title: Ethics and Environmental Conflict Presenter: Adam Driscoll Union 3310 2.2 Title: Rethinking Cruelty Free Presenter: Paige Jordan Union 3314</p>	<p>Plenary Session 5:30 - 6:45PM Title: "Names, Images, and Power: Can there be a reconciliation without truth in occupied lands?" Presenters: Ariel Beaujot, Daniel Green, Benjamin Morris Centennial 1300 HON</p>	<p>Keynote Speaker 7:00 Pm - 8:30 PM Dr. Al Gedicks "Defending Water, Defending Life" Union 0120 Theater</p>
<p>Wednesday April 6th</p>	<p>Lunch and learn 12:00 - 1:30PM Title: Confidential Sexual Assault Services on Campus: Centering Marginalized Populations Presenters: Blythe McConaughy, Andrew Ives, Will Van Roosenbeek Union 2130 Grandad</p>	<p>Panel Session 1 2:30 - 3:45PM Title: The Campus Thread Presenters: Jaden Stanelle and Georgia Werner-Hilgers Union 3310</p>	<p>Panel Session 2 4:00 - 5:15PM Title: How Can Climate Fiction and Climate Poetry Inspire Collective Actions Presenters: Bella Anderson, Alicia Barber, Sophie Byrne, Jake Richmond, and Emma Trettin Union 3310</p>	<p>Plenary Session 5:30 - 6:45PM Title: Social Impacts of Environmental (In)Justice & The Social Production of the Great California Drought Presenters: Daniel Sambu and Brian Pompeii Centennial 1300 HON</p>	<p>Keynote Speaker 7:00 Pm - 8:30 PM Dr. Lacey Satcher "...and Justice for all? Envisioning Intersectional Environmental Justice in Urban America" Union 3314</p>
<p>Thursday April 7th</p>	<p>Lunch and learn 12:00 - 1:30PM Title: Inclusive Teaching Institute Showcase Presenter: Previous CATL Staff Union 3110</p>	<p>Panel Session 1 2:30 - 3:45 PM Title: Social Justice in STEM Presenter: Eugenia Turov Union 3310</p>	<p>Panel Session 2.1 4:00 - 5:15PM The Vulva Truth: Demystification of Female Pleasure Panel Session Presented by Issy Beach Union 3310 2.2 4:00 - 5:15PM Collective Liberation in the Service of Social Justice Presenters: Benjamin Thom and W. Thomas Means Union 3314</p>		

Monday, April 4th

Lunch & Learn: Stomp Out Stigma: Mental Health Dialogues | Union 2130 Grandad | 12:00 PM -1:30 PM

Submitted by Gabrielle Smartt, Coordinator of Student Wellness, Wellness and Health Advocacy; Gretchen Reinders, Director, Counseling and Testing Center; and Blythe McConaughey, Violence Prevention Specialist, Violence Prevention.

Abstract

Wellness and Health Advocacy, Counseling and Testing, and Violence Prevention are collaborating to bring Stomp Out Stigma: Mental Health Dialogues back to UWL for the sixth 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 10 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 experiences and empower them to fight back against stigma and discrimination. This year's event will include discussion around collective grief, loss, trauma, healing, and hope.

Panel Session 1: We Live in La Crosse: Using Linguistically Diverse Oral Histories to Build Community | Union 3310 | 2:30 PM – 3:45 PM

Presented by Dr. Heather Linville, Associate Professor and TESOL Director, Dr. Tiffany Trimmer, Associate Professor and Oral History Program Director and Students Liv Sarasio Meyer, Marshall Simon, and Sophie Wentorf

Abstract

Building unified communities requires addressing the marginalization often experienced by individuals who are not native speakers of English. A community engagement collaboration between UWL's Teaching English to Speakers of Other Languages (TESOL) Program and Oral History Program (OHP) provides an opportunity to highlight voices that may be overlooked because of assumptions about English language proficiency and belonging. As Ritchie and Slim (2015, 1993) argue, oral history can function as a "cooperative exercise in social action," helping to identify strategies for tackling community-wide problems of xenophobia, discrimination, marginalization, and lack of civic engagement. Here professors and students describe a pilot project in which pre-service teachers apply oral history interviewing methodologies to listen more empathetically to linguistically diverse voices and better understand the voices of English learners in schools. Through this project, both pre-service teacher-interviewers and their future EL students will be empowered to envision a more inclusive, unified community.

Panel Session 2: Math for the People | Union 3310 | 4:00 - 5:15PM

Organizer: Whitney George, Associate Professor, Math & Statistics

Presenters: Whitney George, Associate Professor, Mathematics and Statistics, UWL, Mark Branson, Associate Professor, Applied Mathematics, Stevenson College, Beth Cambell Hetrick, Associate Professor, Mathematics-Sciences, Gettysburg College, Debasmita Basu, Assistant Professor of Mathematics and

Quantitative Reasoning; Director of Quantitative Reasoning, The New School, Ranjan Rohatgi, Assistant Professor Mathematics and Computer Science, Saint Mary's College, Sarah Bryant, Lecturer, Mathematics-Sciences, Gettysburg College

Abstract

Math for the People is a new project which seeks to create a collaboratively written open educational resource designed to replace a classic textbook for a first-year quantitative reasoning course. The text encourages students to explore how mathematics can be used to understand social justice concepts like generational wealth inequity, climate change, and racially biased policing from a solutions-oriented perspective. Rather than learning a series of mathematical concepts, followed by applications of those concepts, Math for the People seeks to invert that structure, beginning with a problem that students are interested in and discovering the mathematics which can help to understand and even solve that problem. We will discuss the modular structure of the text, the current state of the project, potential topics for the additional modules, and opportunities for collaboration across multiple disciplines.

Plenary Session: Responding to Hate in the Community: Thoughts on a Visual Campaign in La Crosse | Centennial Hall of Nations 1300 | 5:30 PM – 6:45 PM | Online Session: <https://wisconsin-edu.zoom.us/j/94603122566>

Organizer: Diana Diaz-Granados, Kent Johnson, Mahruq Khan, and Joshua Hertel

Abstract

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, challenges and opportunities encountered, and offer our thoughts on the future direction of the campaign.

Keynote Speaker: Adam Maurer and José Rubio-Zepeda | Union 0120 Theater | 7:00 PM - 8:30 PM | “Pushing the Ladder: Liberating Ourselves, Environmental (In)Justice, Activism, and Joy”

Details

Environmental racism has and continues to affect marginalized communities through the lack of access to healthcare, housing, transportation, food, employment, among other resources. An individual's geographical location can become a strong predictor for how this access (if at all) is obtained. Join José and Adam as they speak about the 1) role various policies have played on marginalized communities 2) the importance of seeing environmental justice through an intersectional lens and 3) what we can do to cultivate and embrace radical forms of justice through activism, joy, and pleasure.

Details about Adam Maurer

Devoted to working with LGBTQ+ community members, Adam focuses on how many of life's issues can be compounded by inequality. Adam focuses on coming out, unsupportive families, guilt, substance abuse, work stress, HIV/AIDS, self-compassion, shame, aging, more than monogamy, sex, and relationship issues

Link to webinar: <https://wisconsin-edu.zoom.us/j/93302235457>

Tuesday, April 5th

Lunch & Learn: Inclusive Teaching 101 | Union 2130 Grandad | 12:00 PM -1:30 PM

Organizer: Kate Parker, Associate Professor, English & IE Specialist, CATL

Details:

Join the CATL Staff for an interactive discussion of inclusive teaching approaches and strategies for fostering equitable classroom communities. All are welcome, but instructors are particularly encouraged to join and bring their own policies, activities, and strategies to share.

Chill Out Room | Union 3310 | 2:30 PM – 3:45 PM

Organized by D&I Programming Committee- Have some food and coffee and hangout!

Panel Session 2: Ethics and Environmental Conflict | Union 3310 | 4:00 PM – 5:15 PM

Presenters: Adam Driscoll, Assistant Professor of Sociology and Paige Jordan, Admin Assistant II (IEE/MS).

Abstract of Presenter 1 Adam Driscoll:

Paper title: "The Power of Privilege: An Exploration of the Role of Whiteness in a Rural Environmental Conflict"

The use of color-blind ideologies in movement discourses can obscure contributions of racial minorities and mask the appropriation of culture. In this study, we utilize a critical race framework to explore a local environmental conflict. In 2014, an outside corporation attempted to locate a new hog CAFO in Bayfield County, Wisconsin, but were resisted by local community members. However, the predominantly white activist community relied upon a color-blind narrative that subsumed the contributions made by the local Bands of Lake Superior Chippewa. Additionally, the activists unintentionally appropriated tribal language, symbols, and culture to use as discursive narratives in the conflict. Combined, these actions served to render the activists from the two bands and their efforts invisible. This study exemplifies the broad tendencies of predominantly white rural communities to use color-blind narratives; ignoring their own white privilege and further reinforcing the invisible structures that reproduce white supremacy and privilege.

Panel Session 2: Rethinking Cruelty Free | Union 3314 | 4:00 PM – 5:15 PM

Abstract of Presenter 2 Paige Jordan:

The term cruelty-free has been an integral part of branding so consumers can make an informed choice about the products they are using. Cruelty-free campaigns have been spearheaded by numerous animal rights activist groups and they have helped to create change in relation to animal testing and cosmetics. However, cruelty-free brands often employ exploitive and harmful practices in sourcing their raw materials; can we truly consider these brands cruelty-free if this is the case? Through the lens of mica, a mineral prominently used in makeup, consumers can see what dangerous work women and children go through to help create beauty products. Through this same lens, consumers can see the alternatives to mica and brands that are trying to be responsible in sourcing their mica. Every human in the supply chain deserves respect, autonomy, and safety; reevaluating how we view the term cruelty-free can be a starting point to create change and do better.

Plenary Session: “Names, Images, and Power: Can there be a reconciliation without truth in occupied lands?” | Centennial 1300 Hall of Nations | 5:30 PM – 6:45 PM | Online: <https://wisconsin-edu.zoom.us/s/92174615934>

Participants: Dr. Ariel Beaujot, Professor Daniel Green, Reverend Benjamin Morris

Abstract

This panel will look at public history efforts at recognizing Ho Chunk people in the region. We will review the land recognition statement the naming of the Center for the Arts building after Truman Lowe and the local signage and representations. Ben will speak about the animating myths of colonialism, displacement, conquest and saviorism that affect policies ranging from boarding schools to the UWL land recognition statement. Dan will examine the congruence between the way that area Ho Chunk people have endured native imagery in local signage, monuments, and school mascots. Ariel will speak about best practices in policies regarding universities and Indigenous peoples.

Keynote Speaker: Dr. Al Gedicks | Union 0120 Theater | 7:00 PM - 8:30 PM | "Defending Water, Defending Life"

About the speaker

Dr. Al Gedicks is an environmental sociologist and Indigenous rights activist and scholar. He has written extensively about Indigenous and popular resistance to ecologically destructive mining and oil projects. In 1977 he founded the Center for Alternative Mining Development Policy and assisted the Mole Lake Sokaogon Ojibwe Tribe in successfully resisting Exxon's proposed metallic sulfide mine upstream from the tribe's sacred wild rice beds. His documentary film about the Crandon mine battle, *Keepers of the Water*, won the Best Environmental Film award at the Red Earth American Indian Film Festival in Oklahoma City in 1997.

From 1995-1998 he worked with the Wolf Watershed Educational Project to mobilize public support for Wisconsin's landmark "Prove It First" Mining Moratorium Law. He is emeritus professor of sociology at the University of Wisconsin-La Crosse and the Executive Secretary of the Wisconsin Resources Protection Council, a statewide environmental organization to educate the public about metallic sulfide mining projects in the upper Midwest. He is presently working with the Menominee Nation and the Coalition to SAVE the Menominee River to oppose the Back Forty Project next to the Menominee River.

Details of presentation

Time and again, Wisconsin's tribes have engaged in fierce and successful campaigns to protect their waters, and wild rice, from ill-advised mining proposals. In the process they have partnered with grassroots rural opponents of the mines, an essential part of their success. Among the successful campaigns against destructive mining projects was the defeat of Exxon's Crandon, Wisconsin mine next to the Mole Lake Ojibwe Reservation and the defeat of Gogebic Taconite's iron mine upstream from the wild rice beds on the Bad River Ojibwe Reservation. The Menominee Indian Tribe of Wisconsin is now engaged in a campaign to protect the Menominee River on the Wisconsin-Michigan border from an open pit mine just 150 feet from the river. These campaigns signal a decisive shift in the balance of power between the extractive resource industry and Indigenous communities worldwide.

Link to webinar: <https://wisconsin-edu.zoom.us/j/94343509238>

Wednesday, April 6th

Lunch & Learn: Confidential Sexual Assault Services on Campus: Centering Marginalized Populations| Union 2130 Grandad | 12:00 PM -1:30 PM

Presented by: Blythe McConaughy, Andrew Ives, Will Van Roosenbeek (UWL Confidential Resources)

Abstract

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: The Campus Thread | Union 3310 | 2:30 PM – 3:45 PM

Presented by: Student Managers Jaden Stanelle and Georgia Werner-Hilgers

Abstract

Antonia Böhlke, founder of mochini.com platform said, “sustainable fashion is not a trend but the future,” and is the mantra of UWL Campus Thread. In 2019, Campus Thread was created as a community clothing closet in collaboration with Lutheran Campus Ministry, Financial Aid, University Advancement, the PRIDE Center, and the Center for Transformative Justice. Managed and operated by students, Campus Thread collects and distributes gently worn clothing to students and the greater La Crosse community in hopes of intersecting sustainability with social justice. In this session, participants will learn how Campus Thread seeks to advance environmental justice by determining equitable distribution of clothing while examining the economic burdens displaced on marginalized communities as a result of the fashion industry. Participants will also have the opportunity to learn how to repurpose items as a means of recontextualizing environmental justice in our own lives.

Panel Session 2: How Can Climate Fiction and Climate Poetry Inspire Collective Actions | Union 3310 | 4:00 PM – 5:15 PM

Presenters: UWL students Bella Anderson, Alicia Barber, Sophie Byrne, Jake Richmond, and Emma Trettin

Panel Moderator & Organizer: Kelly Sultzbach

Abstract

Climate literature can help us sort through climate anxiety and create intersectional collectives. This panel session will feature students from last fall’s Environmental Literature class: Bella Anderson, Alicia Barber, Sophie Byrne, Jake Richmond, and Emma Trettin. They will introduce you to several works of climate literature and share critical tools for evaluating what kinds of representations they find most successful in goading us towards environmental justice and helping us imagine a collective future with both realism and hope. We welcome group discussion.

**Plenary Session: The Social Impacts of Environmental (In)Justice | Centennial Hall 1300 HON | 5:30 PM – 6:45 PM |
View Online: <https://wisconsin-edu.zoom.us/j/93505098840>**

Paper Title Community conservation in Tanzania: Justice and equity threaten Sustainable Development Goals.
Presenter 1: Daniel Sambu, Associate Professor, Geography and Earth Science

At the onset of this century, the government of Tanzania with the help of global stakeholders established community conservancies. The emphasis was the need to link conservation to community well-being through community participation and eventually achieve Sustainable Development Goals (SDG). The SDGs are time-bound goals with associated targets for steering the world out of poverty through unified global efforts in education, health, environment, and economics. Relevant to community conservancies, Goal 15 (5) requires countries to reduce the degradation of natural habitats and the loss of biodiversity as part of the global efforts to eliminate poverty by 2030. To achieve this, the government helped communities create community-led conservation programs that can attract investments in tourist-based enterprises, such as tourist lodges, curio shops, hunting concessions, photo tourism, and live animal sales. The conservancies are, however, running into justice and equity issues that threaten the SDGs. These include unfair revenue sharing, restrictive conservation measures, and increased human-wildlife conflicts.

Paper Title: The Social Production of the Great California Drought
Presenter 2: Brian Pompeii, Lecturer, Geography and Earth Science

California is still in the process of recovering from the Great California Drought, a title often used by researchers and the media to describe the exceptional climate conditions roughly between 2012-2017. The period between 2012-2014 represents the driest period in California over the last 1200 years. From 2012 to 2015 snow melt in the Sierra Nevada's was 5% of the annual average. Snow melt feeds streams and rivers in the Central Valley of California, and stream flow of the major rivers (Kings, Kaweah, Tule, and Kern) were the lowest in 2000 years. Regional climate models project that these "exceptional" conditions are likely to increase in probability soon, both in severity and frequency. While the drought has been alarming for California at large, given the state's dependency on water-intensive agriculture and long-distance water transport to supply its growing population, the impacts have by no means been distributed equally. In this article I highlight the ways in which The Great California Drought was socially produced, revealing how exposure to the drought was funneled to the most marginalized populations in the San Joaquin Valley of California: undocumented Mexican agricultural laborers

Keynote Speaker: Dr. Lacey Satcher | Union 3314 | 7:00 PM - 8:30 PM | "...and Justice for all? Envisioning Intersectional Environmental Justice in Urban America"

Abstract:

Dr. Lacey Satcher will use storytelling and empirical research on issues of environmental justice—from the traditional focus on environmental toxics to problems involving climate change, and reproductive justice, and access to environmental goods—to highlight the importance of addressing environmental problems using an intersectional lens.

Details

Dr. Lacey Satcher, Assistant Professor of Sociology and Environmental Studies at Boston College, research areas around race & ethnicity, health & place, and environmental justice. Her recent work focuses on the race-environment-health connection, social identities structuring relations within space, place shaping health outcomes & experiences, and place attachment.

Link to webinar: <https://wisconsin-edu.zoom.us/j/96954533097>

Thursday, April 7th

Lunch & Learn: Inclusive Teaching Institute Showcase | Union 3110 | 12:00 PM -1:30 PM

Organizer: Kate Parker, Associate Professor, English & IE Specialist, CATL

Details

Join past participants in CATL's Inclusive Teaching Institute—a week-long immersive professional development experience—as they share projects, policies and activities developed in the ITI and applied in their classrooms. We will also share information about upcoming Inclusive Teaching Institutes and how to apply.

Panel Session 1: Social Justice in STEM | Union 3310 | 2:30 PM – 3:45 PM

Organizer: Eugiena Turov

Panelists: Nadia Carmosini, Kelly Gorres, Megan Litster, Jennifer Kosiak, Eddie Kim

This panel discussion will feature STEM faculty presenting on ways in which to incorporate social justice issues in the STEM classroom. Several faculty panelists will describe assignments that are used in the classroom to help students connect science and math to ethics, socioeconomic factors, environmental justice, and social justice. We will discuss how faculty can start these conversations to engage students, understand how our objective field can often be very subjective, and think about incorporating social justice in the STEM classroom.

Panel Session 2.1 | The Vulva Truth: Exploring the Demystification of Female Pleasure | Union 3310 | 4:00 PM – 5:15 PM

Presenter: Public Health Student Issy Beach

Panel Session 2.2 | Collective Liberation in the Service of Social Justice | Union 3314 | 4:00 PM – 5:15 PM

Presenter: Benjamin Thom (School Psychology/Special Ed)

Paper Title: Racial and Linguistic Minority Representation in Special Education

Abstract

Disproportionality in special education has been a large concern of education in the United States since it was identified in the 1960s. A variety of factors influence this disproportionality, especially as it relates to culturally and linguistically diverse students. Appropriate special education identification shows the most improvements for students with disabilities, but misidentification can have significant negative educational and societal consequences. Patterns of representation vary by age; students of minority status are generally underrepresented in early services, then they become overrepresented starting around third grade. There are a variety of intersectional factors that contribute to disproportionate representation. These include environmental and institutional racism, stereotypes and bias within schools, lack of information provided to families, and lack of training for schools. English Language Learners have more unique factors that can affect their representation. Because of these factors, equitable representation may not mean even representation in services. Schools and educators should be aware of these factors, which work to provide needed services early, communicate resources with parents, build resources and ensure training to serve all students in their schools, and partner with communities to advocate for systemic change.

Presenter: W. Thomas Means, Assistant Professor, RMTR

Paper Title: To Know, Understand, or Liberate? How Paradigms Influence the Pursuit of Social Justice.

Abstract

As we navigate the world around us, whether we know it or not, we are interpreting and organizing our experience through a worldview - or paradigm. Our paradigm guides us in what we can know and how we can know. In this session, I will present my work on how different paradigms have impacted research in leisure studies. Additionally, I will demonstrate how the use of critical paradigms (such as critical disability theory, critical race theory, and feminist theory) are imperative for scholars and practitioners to do the work of Social Justice. To accomplish this, I will demonstrate how traditional and hegemonic paradigms (such as post-positivism and interpretivism) limited our ability to liberate oppressed and marginalized groups. Finally, we will engage in a discussion about how these different paradigms can be applied as it relates to the attendees' own settings as well as the Social Justice Week theme.