

UWL'S 2<sup>ND</sup> ANNUAL

# SOCIAL JUSTICE WEEK

**MORE THAN ONE  
STRUGGLE** Intersections  
and Activism

April 3-7, 2017

FINAL PROGRAM

SPONSORED BY THE UWL INSTITUTE FOR SOCIAL JUSTICE

**Monday, April 3, 2017**

**12:00-1:30 p.m.**

**Brown Bag Lunch 1, Room 3310, Student Union**

What We Get Wrong About Intersectionality

*Tori Svoboda, Becki Elkins, and Adele Lozano, Student Affairs Administration*

“Intersectionality” has become a buzzword over the past several years, yet many folks who are not familiar with the origins of the concept in critical race theory and legal settings often misuse the term. Specifically, they confuse intersecting *identities* (e.g., I am woman, I am cisgender) with intersectionality (the ways in which *systems* are structured to render some invisible). This presentation will explore these paradoxes.

**2:00-4:00 p.m.**

**Student Workshop, 1400 Centennial**

A Cross Gender/Race Conversations

*Lee Mun Wah, Director of “If These Halls Could Talk”*

This popular seminar focuses in on the challenges and opportunities present when diverse race and gender groups interact with each other. Though diversity offers tremendous potential for learning and enrichment, moments of conflicts and tension also arise over differences in perspectives and approaches. This program offers the skills necessary to develop and support an effective learning environment where everyone feels valued and acknowledged for their uniqueness and their individual and group contributions. Using a variety of learning tools, this program will make use of personal stories, experiential exercises, discussion and lectures.

Participants can expect the following:

- 1) Learn how gender and race issues affect one’s perspectives and behaviors
- 2) Gain a deeper understanding of how gender and race can enhance and stimulate a stronger sense of community and cooperation
- 3) Learn how to work with diverse groups to identify and realize strengths as well as areas needing improvement
- 4) Understand divergent communication styles, perspectives, and expectations
- 5) Practice effective listening and responsive communication techniques
- 6) Discover ways to mediate gender and race issues cross-culturally
- 7) Learn new ways and tools to begin a conversation of gender and race

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**4:00-5:30 p.m.**

**Research Session 1: Social Justice in Historical Perspectives, Centennial 2205**

1. Euphemia Lofton Haynes: Bringing Public Education Closer to the Goal of Perfection, *Susan Kelly*, Mathematics

Euphemia Lofton Haynes was born in Washington D.C. in 1890, and her education began in segregated schools. She earned a Master's degree in Education from the University of Chicago and later graduated from The Catholic University of America, becoming the first African American woman to earn a PhD in Mathematics in 1943. She spent her career teaching in segregated and later desegregated schools in our Nation's capital. She served on the Board of Education for D.C. public schools, including serving as President from 1966-67. She was a tireless fighter for equal education for all public school students, and was instrumental in the 1967 Hobson vs. Hansen court case that ended the tracking system in Washington D.C. public schools. This talk will introduce the audience to current research I am doing on Haynes' life. This is interdisciplinary work that looks at her mathematics work, the historical context of her life, and the racial and gender issues that she faced and worked to improve.

2. Challenging Militarism: Julia Grace Wales and the Wisconsin Plan for Peace in World War I, *Deborah Buffton*, History

Julia Grace Wales (1881-1957) was an unlikely heroine. An immigrant, a graduate student and a woman at a time when female suffrage did not exist in her society, Wales nonetheless proposed a plan to bring World War I to an end. This plan that was endorsed by the Wisconsin State Legislature, Secretary of State William Jennings Bryan, Senator Robert La Follette, Henry Ford and others. It held the seeds of future diplomatic initiatives, such as the creation of a neutral mediating body to resolve international conflicts. What can her activism teach us today about speaking against militarism and oppression and working for peace? What does the reception of her work tell us about the nature of class and status in challenging the status quo?

3. The Over-Consumption of Native American Imagery and Ongoing Results, *Dan Green*, Educational Studies

The purpose of this paper is as a complement to the 123 slides of contemporary Native American images, shown as a looping slideshow, at the Contemporary Indigenous Realities conference held at the University of Niksic-Montenegro, summer 2015. These popular images have patterns that include primitivism, savagery, sex objectification, buffoons, anachronisms and stereotypes. The prevalence of these images can be found in commercialism, sports, movies and television, literature and magazines, toys, the military and endless entertainment celebrities dressed as Native Americans for fun (not roles). This paper examines the

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“cause and effect” of this Indigenous phenomenon that is ubiquitous worldwide. The misinformation, lies, stereotypes and myths about Native Americans has resulted in an image, held by both Native and non-Native, that is archaic at best and psychologically harmful at worst. This (mis)perception of Indigenous peoples has become American schema due to pervasive and myth borne legacy. Numerous scholars over the last century have measured the effects of related oppressive societal qualities, always with the results harming the psyche of those so poorly portrayed.

**4:00-5:30 p.m.**

**Roundtable 1: Student Research, Centennial 1404**

1. Managing Immersion and Integration in Identity Conscious Organizations, *Cristian Noriega, Psychology*

Identity Conscious Organizations on university campuses have historically provided a safe space for marginalized students pertaining to identities of sexuality, race/ethnicity, gender and many others. These organizations operate on various models that explain identity development for minoritized students. The literature has criticized these models as being too rigid. Critics also suggest such organizations lack a balance in supporting minoritized students while also educating the dominant groups on campus (White, straight, male, et.). This project aims to use Johnson’s (1996) Polarity Management Model™ as a possible divergence from the more traditional, linear and rigid models. Polarity Management™ could help organizations support students with marginalized identities and also educate their dominant counterparts. Using a Grounded Theory Method, I have interviewed student members and staff advisers to identity-conscious student organizations in a focus group format. The purpose of the focus groups was to discuss racial and/or sexual identity development models, and to explore experiences in identity-based organizations as well as majority student spaces. With this information I have conceptualized possible routes for these organizations to take in order to guide marginalized students in developing their identity and also finding success in majority student spaces.

2. Racial Battle Fatigue Through the Yellow Lens, *Gaokhia Yang, Fue Yang, and Roi Kawai, Educational Studies*

In this presentation, we will discuss Racial Battle Fatigue (RBF), a psychological, behavioral, and physiological stress response to racism that is a common occurrence to people of color particularly in higher education on predominantly white campuses (PWC) (Smith, 2007; Smith 2011). Although RBF is commonly discussed amongst people of color, scholars and academic journals often ignore its influence on the Asian-American community and other communities of color who do not identify with the black-white racial binary. It is important to understand the effects

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of racism and in particular Anti-Asian racism that also occur on a PWC and how these experiences may lead to traumatic psychological and physiological stress conditions that is described by RBF. By addressing RBF in this context, we tackle issues that are not only relevant on a community level, but also on an individual level where we are able to humanize and validate these experiences. This challenges current perspectives of racism so that others may further delve into the topic with a critical lens.

3. A Need for Needles: A Qualitative Examination of La Crosse County Injection Drug Use and Harm Reduction Strategies, *Kristin Reque, Sociology*

Previous research has shown that injection drug use across the country continues to climb. Since the mid-1980s, injection drug use has become a topic of discussion among scholars, law enforcement, and policymakers. One solution implemented across the country over the past three decades are Needle-Exchange Programs (NEPs). NEPs offer a variety of services to injection drug users including providing sterile syringes to users for injection, cookers, tie-bands, cotton swabs, and more, while also providing other resources like condoms, alcohol pads, HIV counseling and testing, and referrals to substance abuse treatment programs. The lack of empirical evidence on NEPs proves troublesome when local communities are making decisions about whether to add or eliminate a needle-exchange. This study investigated how different perspectives, attitudes, and life experiences of stakeholders who interact directly with IV-users and the local NEP in La Crosse, WI influence policy decisions in the area. Participants in the study included representatives from the local Police and Fire Departments, County Health Department, physicians who treat addiction regularly, and a representative from the NEP. While most interviewees agreed that drug use and discarded needles were a serious public health concern for La Crosse County, there were clear discrepancies among the stakeholders about how to address prevention and treatment for local users. This study addresses those discrepancies between stakeholders and identifies the most salient solutions offered by stakeholders to address prevention, addiction, and treatment in La Crosse County.

**4:00-5:30 p.m.**

**Panel 1: Integrating Advocacy Skills Across the Classrooms, Service Learning Projects, and Student Organizations, Centennial 1303**

*Keely Rees, Emily Whitney, Anders Cedergren, Dan Duquette, Nicole Heling, Christina Taddeo and Kelcey Daniels, Health Education and Health Promotion*

This panel will share how faculty and students collaborate to plan and implement local, state, and federal advocacy experiences. Our student organization, Eta Sigma Gamma, sponsors many of the local and state events while learning coordination skills and practicing their professional competencies. The purpose of this panel

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would be to further share how the HEHP faculty integrate their course objectives and projects with service learning, while incorporating this work into scholarship opportunities, and then translating back to student learning outcomes and assessments for college or credentialing procedures. Furthermore, this session demonstrates how departments can move to adopting a competency-based curriculum while incorporating legislative and policy experiences for students to coordinate, plan and evaluate.

**4:00-5:30 p.m.**

**Roundtable 2: Language, Culture, and Family Background: Communication Influencers for Families of Children with Disabilities, Centennial 2211**

*Leslie Ann Rogers, Jennifer Butler-Modaff, Alyssa Nelson,  
and Teacher Candidates, Educational Studies*

There are barriers that impede effective communication and collaboration. These can be especially problematic for parents and guardians of children and youth with disabilities (Bailey & Betts, 2009; Kalyanpur & Harry, 2012). During last year's presentation, we highlighted the results of in-depth parent interviews. Parents shared that effective communication is key to successful school-home collaboration, but there seems to be a breakdown for many parents, especially when they do not feel valued or when their ability to contribute is not recognized (Rogers & Butler-Modaff, 2016). This presentation is designed to address two major points. First is to engage in a rich discussion about cultural identities and how values and beliefs impact our ability to engage in meaningful collaboration (Kalyanpur & Harry; Hollie, 2012). Second is to facilitate and foster a discussion about the implications of purposefully asking parents about their language, culture, and family background. To what extent do parents feel this would improve communication, collaboration, and student learning? The overarching goal is to provide our audience with a better appreciation of the impact of culture and to provide effective communication strategies.

**5:45-6:45 p.m.**

**Plenary Panel 1: Healthy Sexualities, Centennial 1400**

*Kate Ebert, Wellness and Health Advocacy, Kate Parker, English,  
and Keely Rees, Health Education and Health Promotion*

This panel will introduce both the history and application of sexual health education on college campuses, with a specific focus on the promotion of healthy sexual behaviors, understanding and practicing self-care, negotiating consent, and communicating needs and boundaries. The goal is to encourage participants of all

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gender identities to engage in pleasurable, empowering, and affirming sexual relationships.

**7:00-9:30 p.m.**

**Film Screening and Discussion: Auditorium, Graff Main Hall**

Documentary Film Showing of "If These Halls Could Talk"  
and Community Diversity Dialogue with Director, *Lee Mun Wah*

In the summer of 2010, Lee Mun Wah brought together eleven college students from around the country to explore issues of race on their campuses. In the process of sharing their stories and different life experiences with each other, they discover and expose the complexity and anguish that accompany those experiences, while trying to be understood and validated in a predominantly white environment. Their stories are starkly emotional and the issues they provoke are equally perplexing, begging to be heard and confronted.

Sponsored by Western Technical College, Pride Center and LGBTQ Awareness, Campus Climate, Hmong Organization Promoting Education, Asian Student Organization, Institute for Social Justice, College of Liberal Studies, Recreational Sports, Counseling and Testing, Student Affairs, International Education and Engagement, College of Business, Athletics, University Centers, and Hmong Cultural and Community Agency

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**12:00-1:30 p.m.**

**Brown Bag Lunch 2, Room 3314, Student Union**

“They’re ALL our Students”: Social Justice Mathematics Education  
*Maggie McHugh, La Crosse Design Institute, Jennifer Kosiak, Mathematics,  
La Crosse Design Institute Students, and UWL Teacher Candidates*

Integrating social justice into the classroom is vital to the education of all students. A collaboration between pre-service collegiate education students and middle school students led to the examination of social justice issues through a mathematical lens. In this session, we will listen to the voices of the pre-service and middle school students. Come hear them share their reflections on teaching and learning in classroom focused on social justice and equity.

**4:00-5:30 p.m.**

**Research Session 2: Education and Social Justice, Centennial 2205**

1. Teachers Advocating for Justice for English Language Learners (ELL), *Heather Linville, Modern Languages*

English language learners (ELLs) are often marginalized in school settings. Advocacy is needed to improve their educational opportunities and outcomes or, in other words, to strive toward social justice. Teachers who work with ELLs are at the forefront of how these students experience schooling and their access to equitable education and resources. Yet little research has sought to understand these teachers’ beliefs and actions as advocates for ELLs. The present research fills this gap by surveying a large number of in-service teachers in one Mid-Atlantic state (n=511). This presentation will explore how these teachers advocate for educational justice for ELLs and their families, as well as the motivation for their advocacy work. Demographic, experiential, and contextual factors associated with advocacy actions are also identified. Views on social justice and critical language awareness are further explored with the hope that through this research we can see how particular teachers advocate for ELLs and understand how teachers can promote justice for all culturally and linguistically diverse students. In addition, theoretical understandings of advocacy versus activism that this research revealed will be highlighted.

2. A Loophole Retreat? Predominantly White Institutions as Paradoxical Spaces for High Achieving African American Women, *Christina Haynes, Women’s, Gender, and Sexuality Studies*

High achieving African American women are stereotyped as being strong willed and celebrated for finding ways to “overcome” gendered and racialized oppression in



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order to be successful. On the surface, this narrative seems to compliment African American women for their bravery and persistence in academia, however, this narrative hides racial, gendered discrimination that these women endure in at Predominately-White institutions (PWIs). Though high achieving Black women experience oppression, they do enjoy the intellectual challenges of higher education and relish pursuing their academic pursuits. My research seeks to examine paradoxical nature of academically successful African American women's experiences. During this paper, I investigate how academically successful African American women navigate the contested and contradictory spaces of PWIs. I utilize Black feminist geographic theory to argue that learning environments should be defined as of paradoxical spaces for academically successful African American women at in higher education. By using the narratives of high achieving Black women at PWIs, I investigate the stresses, anxieties, and successes of undergraduate African American women's experiences in higher education.

3. A Long Way to Go: Integrating Social Issues and General Education Course Knowledge into Business Education, *Kristy McManus*, University of Georgia, *Elizabeth Crosby*, Marketing, and *Kim McKeage*, Hamline University

College students take general education courses in part to become more well-rounded, but also to provide a foundation of knowledge that they can draw on in their later more major-specific courses. As marketing is interdisciplinary, the general education requirements could give students additional insight in courses like advertising, consumer behavior, international marketing, etc. Yet Chew and Bowers (2004) argue that "business educators and colleagues in the liberal arts have not found the ideal bridge... that provides a meaningful connection between the two domains" (56). Business student often can successfully apply business concepts to business problems; however, they are less successful in considering the social implications of their decisions on the world around them (Colby et al. 2011). In this paper, we explore if students are able to identify racial stereotypes in advertising and discuss the societal and business implications when students cannot identify these stereotypes.

**4:00-5:30 p.m.**

### **Diversity Dialogues Session 1, Centennial 1404**

1. Bias Incidents and Hate Crimes, *Hanah Diebold*, Residence Life

Using resources from tolerance.org and the Stop the Hate program, this presentation will educate participants about what a hate/bias incident is and what a hate crime is – showing participants the difference, why a hate crime has deeper impacts than other crimes, and what resources are available at UWL. This session seeks to expand the knowledge of others regarding hate/bias incidents and will use information for our own Hate Response Team.

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### 2. OMG Hashtag Inclusive! *Stella Nathan and Authrene Ashton*, Campus Climate

We will discuss the sudden popularity in the use of words such as “diversity,” “inclusion” and “social justice.” As people of color, we used to see words like “inclusion” and “diversity” as welcoming. We would think, “Hey, this space is inclusive and welcomes me no matter how I identify.” We’ve heard these words used often at this school. The problem is that we’ve only heard the words and we’ve never seen actual diversity. We’ve never seen all inclusive or welcoming spaces outside of Campus Climate or the Office of Multicultural Student Services. This got us wondering if people use “diversity,” “inclusion” and “social justice” as ways to appeal to oppressed groups without having to change their position as the oppressor. Many people want the pat on the back and want to be able to say that they’re “social justice warriors” or that they’re “inclusive,” however, many don’t want to put in the constant work that it takes to achieve these goals of “inclusion” and “diversity.” To some, “social justice” is just a trending topic. To people with marginalized identities, “social justice” is our daily fight to stand against injustices that we’ve faced for centuries

### 3. Institutional Responses to Racism, *Emily Tittle and Jake Dyer*, Residence Life

Racism and microaggressions are commonplace across university and college campuses, affecting the students’ educators and staff serve. First attendees will learn about the various methods of support on the University of Wisconsin-La Crosse campus. Then, the presenters will discuss how universities in general work to improve the overall campus community. This presentation will also present several case studies relating to institutional responses over the past five years in response to racial and hate related incidents, including examples from the institutions the presenters have previously attended. Attendees will learn about ways to become more informed about how these acts shape campus climate and what individuals can do on a personal scale to create a more just society.

Sponsored by Campus Climate and the Office of Diversity and Inclusion

**4:00-5:30 p.m.**

### **Social Justice Activism 1, Centennial 1303**

1. La Crosse Reads: Creating a Community-Wide Reading Program, *Gerry Iguchi*, History, *Heidi Jones*, English, *Roi Kawai*, Educational Studies, *Bryan Kopp*, English, *Mary Krizan*, Philosophy, *Kate Parker*, English, *Ann Yehle*, Educational Studies, and *Tom Jesse*, English

Instructors involved in the Big Read grant-writing process, the development of programming, and the teaching of Ernest Gaines’ book *A Lesson Before Dying* in their classes will offer some brief remarks on the mission of the Read, our choice of book

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and the ways in which the Read has been incorporated into classes and activities at our university. The Read's commitment to social justice, equity and inclusion will be highlighted throughout. The presenters will offer brief individual remarks but then seek to engage audience members, particularly in thinking about ways we can move forward with this initiative in the future.

2. *Becoming Equity Literate: Using a Reflective Teaching Journal to Develop Equity Literacy*, *Jim Carlson*, Educational Studies, and *Teacher Candidates*

The purpose of this presentation is to situate the concept of "equity literacy" in relation to a reflective teaching journal maintained by UWL teacher candidates during a field experience. Participants will learn about Gorski's (2014) definition of equity literacy as "the knowledge and skills that enable us to recognize, respond to, and redress conditions that deny some students access to educational and other opportunities enjoyed by their peers." In particular, participants will learn from teacher candidates' observations on inequities related to subtle (and not-so-subtle) biases in materials, classroom interactions, and school policies. In addition, UWL teacher candidates will share vignettes/cases from their journals grounded in personal observations and based on their working toward becoming an equity literate teacher. Participants will be invited to work through complex issues related to equity literacy by identifying problems posed, taking inventory of multiple perspectives, considering opportunities and possible challenges, and imagining equitable outcomes for each of the vignettes shared. As well, participants will be invited to reflect on short-term, immediate responses to each case along with opportunities for considering longer-term policy and practice modifications.

3. *Teaching as a Political Tool*, *William Gillespie*, Institute for Professional Studies in Education, and *Ann Yehle*, Educational Studies

*"Democracy had to be born anew with each generation and education is its midwife."  
- John Dewey*

Each day teachers make a multitude of decisions be it curricular or pedagogical, structural or disciplinary that influence the learning of their students. These decisions can impact their students' access to knowledge as well as their educational trajectory. With that, do teachers and administrators have a moral responsibility to deeply consider and understand the intersection of political, social, and economic factors that affect their students? As a college student, university staff, or community member, tell us what you think? Presenters will ask participants to share experiences they've had that impacted their teaching or learning based upon the decisions teachers or administrators have made that influenced their learning path. Participants will discuss the current educational milieu and how to move beyond supporting conformity to instead support the critical evaluation of our world to include developing a sense of activism in our learners.

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**4:00-5:30 p.m.**

**Panel 2: Promoting Social Justice Through Inclusive Leadership Development, Centennial 2211**

*Christa Kiersch, Nicole Gullekson, Alanna Roesler, Jonathan Flinchum, Willena Stone and Austin Haas, Management*

As a social construct, leadership can be both a catalyst for social justice and a severe obstacle. In higher education and in business organizations, formal leadership roles have often been controlled by those in the dominant majority. However, inclusive approaches to understanding leadership and leadership development programs aimed at supporting diversity have positive implications for social justice in schools and businesses alike. In this paneled-session, we will discuss how social justice can be promoted through an inclusive approach to leadership and leadership development. Panelists will bring a range of perspectives to this issue, informed by expertise in student leadership development, multi-cultural student support, and diversity in business leadership. Their discussion will focus on what inclusive leadership would entail, how leadership development could positively impact social justice, and ways in which inclusive leadership development programs could be implemented at UWL and in business organizations.

Panelists include:

1. *Nicole Gullekson*: Associate Professor, Management Department, specializing in women in leadership/management and cross-cultural competency in leadership development
2. *Adele Lozano*: Assistant Professor, Student Affairs Administration, specializing in underrepresented students, and Latina/o student leadership development
3. *Thomas Harris*: Senior Student Service Coordinator, OMSS, student leadership in OMSS
4. *Jaralee Richter*: Assistant Director, University Centers, Center for Student Leadership & Involvement
5. *Additional faculty member*: TBA

**5:30-7:30 p.m.**

**Community Connections Reception: Getting to Know Local Businesses and Non-Profits that are Engaged in Social Justice Work, Hall of Nations, Centennial 1300**

Everyone is invited to stop by Hall of Nations between 5:30 and 7:30 p.m. to meet some of the local organizations that are engaged in social justice-related work in our community. This is a wonderful networking opportunity for students.

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Sponsored by the College of Business Administration  
and the College of Liberal Studies

**7:00-9:30 p.m.**

**Plenary Speaker: Centennial 1400**

Killing the Black Imagination: Where Do We Go from Here?

*Charlene Carruthers,*

Director of the Black Youth Project 100

Charlene A. Carruthers is a Black, queer feminist community organizer and writer with over 10 years of experience in racial justice, feminist and youth leadership development movement work. She currently serves as the national director of the Black Youth Project 100 (BYP100), an activist member-led organization of Black 18-35 year olds dedicated to creating justice and freedom for all Black people. First politicized as an 18-year-old while studying abroad in South Africa, her passion for developing young leaders to build capacity within marginalized communities has led her to work on immigrant rights, economic justice and civil rights campaigns nationwide. With a focus on intersectional liberation, Charlene's organizing capacities span across a broad range of topics and she currently serves as a board member of SisterSong, a reproductive justice organization that promotes solidarity among women of color. She is an Arcus Leadership Fellow and Front Line Leadership Academy graduate who has led grassroots and digital strategy campaigns for national organizations including the Center for Community Change, the Women's Media Center, [ColorOfChange.org](http://ColorOfChange.org) and National People's Action, as well as being a member of a historic delegation of young activists in Palestine in 2015 to build solidarity between Black and Palestinian liberation movements. Awarded the "Movement Builder Award" by the United States Students Association, Charlene is deeply committed to working with young organizers seeking to create a more loving and just world. She has facilitated and developed political trainings for organizations including the NAACP, the Center for Progressive Leadership, Young People For and Wellstone Action. Charlene is the winner of the "New Organizing Institute 2015 Organizer of the Year Award" and has served as a featured speaker at various institutions including Wellesley College, Northwestern University and her alma mater Illinois Wesleyan University, where she earned a B.A. in History and International Studies. Charlene also received a Master of Social Work at Washington University in St. Louis. For more information about Charlene, please visit <http://byp100.org/charlene-a-carruthers/>.

Sponsored by the College of Liberal Studies, Campus Climate,  
and the Office of Diversity and Inclusion

**Wednesday, April 5, 2017**

**12:00-1:30 p.m.**

**Brown Bag Lunch 3, Room 3310, Student Union**

“Inclusive Negligence”: Now What? Action Steps for a Campus and Community  
*Joint Multicultural Affairs Committee(JMAC) and UWL Students*

The film, “Inclusive Negligence: Helping Educators Address Racial Inequality at UWL,” is a student-driven project created as a tool for professional development to help faculty, staff, and administrators create a campus environment in which students of color feel safe, valued, and included. The UWL Joint Multicultural Affairs Committee will host a focused discussion for members of the campus and community on how to practically engage in inclusivity. The Committee also will provide an opportunity for attendees to share successes and strategies for collaborating on future initiatives.

**2:00-3:30 p.m.**

**TEDxSalon, Institute for Campus Excellence, Murphy Library**

*After: Rape Culture, Feminism and the Limits of Representation*  
*Kate Parker*

One of the most insidious and pernicious myths perpetuated by campus rape culture is that women are not thinking, feeling subjects but in fact merely objects of attraction, fascination, and exploitation. This TEDxSalon, held during Social Justice Week, will explore how inclusive feminism has demanded (and continues to demand) dignity and respect for all persons, how feminist scholarship and pedagogy has worked to combat rape culture in higher education, and how theory can engage practice in the classroom and beyond. As a Salon, we will watch several videos that address the impact of rape in a global context, in relationship to masculinity and rape culture, and as an intersectional phenomenon. Participants will then collaborate on developing possible models to compassionately address gender violence at UW-L. Participants should be aware that the videos, presentation and conversation all contain potentially triggering elements.

**4:00-5:30 p.m.**

**Research Session 2: Race and Social Justice, Centennial 2215**

1. The Clown in Yellowface: How Anti-Asian Racism is Shrouded with Laughter, *Roi Kawai*, Educational Studies

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In October 2016, Fox News critic Jesse Watters went into Chinatown in New York under the guise of talking about US-Chinese relations to Chinatown residents. In his segment, Watters tracked down people in Chinatown, many of whom English was a second language. He started by asking two people, “Am I supposed to bow to say hello?”, continued to another, “Can you take care of North Korea for us?”, and “Do you know karate?” This interviews were intermittently interrupted by movie clips of scenes from the Karate Kid, screen-shots of a laughing Buddha, and sarcastic movie clips insinuating the stupidity of the residents’ answers, often interviewees who visibly struggled with English. Watters’s segment isn’t an isolated incident. When Jeremy Lin, a Chinese-American NBA basketball player became headline news, ESPN temporarily published the headline, “Chink in the Armor”, the *The New York Post* published the headline, “AMASIAN!”, and other media outlets, “The Knicks Good Fortune”, and “A Couple Inches of Pain.” In both cases, these media portrayals were defended by media outlets as all in good fun or taken down without word or apology. As the nation laughed along, Asian-Americans were left infuriated, all to be met with statements such as Watters’ tweet, “As a political humorist, the Chinatown segment was intended to be a light piece, as all Watters World segments are.” This presentation introduces one of the many dangerous faces of anti-Asian racism: the yellow-faced clown, a clown who plays feeds on white supremacy through perpetuating anti-Asian racism through jokes, “light hearted humor,” and puns—and points the multiple dangers laughing along.

2. There’s No Place Like Home? African American Women in the Residence Halls of a Predominantly White Midwestern University, *Christina Haynes*, Women’s, Gender, and Sexuality Studies

Despite an increase in scholarship exploring the challenges African American women face in the classrooms of predominantly White institutions, there is surprisingly little research on the experiences of these women as they navigate the social spaces of PWIs. I address this shortcoming by investigating how African American women navigate socio-spatial interactions in residence halls. I use qualitative evidence from interviews with academically successful African American women at a Midwestern PWI. While I find that African American women do not have an aversion to developing friendships with White students, racial and gender tensions motivate African American women to self-segregate. Because they are marginalized both inside and outside the classroom, African American women develop socio-spatial practices that insulate them from White students in the dorms.

3. Race, Law Enforcement, and Public Opinion: How Polling Practices Reflect Contemporary Debates, *Ray Block*, Political Science

Recent media coverage of lethal confrontations between White police officers and unarmed African Americans inspires heated conversations about the state of race relations and criminal justice in America, and these conversations often influence the content of public opinion items. Unlike conventional polling research on racial differences in law enforcement practices, we are concerned not only with people’s

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perceptions but also with the process by which investigators design surveys. Our interest in the survey discourse on police violence motivates the following research questions: When pollsters query individuals about these racial events, 1) what do those conversations look like, and 2) how is the discourse evolving? We address these questions by employing computer-assisted content analyses of survey "toplines" (summary documents of polling results). This novel source of data allows us to examine whether survey design practices reflect ongoing conversations about, for example, the degree to which the officer-involved shootings are diagnostic of America's racial inequalities in the implementation of law enforcement.

**4:00-5:30 p.m.**

### **Social Justice Activism 2, Centennial 1404**

1. Classroom Management: Creating Safe and Productive Environments for Diverse Student Populations, *Leslie Ann Rogers and Teacher Candidates*, Educational Studies

Let's discuss classroom management. Do current K-8 practices result in a disproportionate of African-American male students being referred for infractions and are those infractions more subjective than those reported for other races or genders (Skiba, Michael, Nardo & Peterson, 2002)? What specific actions can be taken by teacher candidates as well as in-service teachers to address these issues? Is there a need to radically change in an effort to create safe and productive environments for diverse student populations? This presentation will allow participants to engage in a critical discussion with UWL teacher candidates investigating the answers to these questions. What pedagogical practices will this change require that we embrace? Will we have to move beyond strategies recommended in original classroom-management literature (Bondy, Ross, Galligane, & Hambacher, 2007)? Would disproportionality become less problematic if classroom management practices stressed resiliency and mental toughness, instead of classroom "control" (Reivich, Gillham, & Seligman, 2005; Seligman, Ernst, Gillham, Reivich, & Linkins, 2009)? Participants will leave this session with specific ways to help students identify and use "character strengths" to overcome challenges, master skills, strengthen relationships, and improve communication.

2. "Hey, My Teacher Gets Me": The Grow Your Own Teacher Diversity Program, *Xia Yang, AJ Sims and Kazoua Yang*, Educational Studies

This presentation will share student experiences in the Grow Your Own Teacher (GYOT) Diversity Program at UWL. GYOT is an initiative between UWL and the La Crosse School District to support parents, community members, and paraprofessionals of color to become certified teachers in their local communities. Three students of color in the program will share their experiences and make a case



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for the importance and encouragement of more teachers of color into the profession of teaching. Future educators must acknowledge that students in K–12 schools are rapidly diversifying and our teacher diversity (particularly at from K–8 levels) is remaining largely the same. Note that approximately 80% of our teacher candidates across the country are white women and 67% are under the age of 23 (National Center for Education Statistics, 2012). It is presumed that a majority of these teacher candidates are of working, middle or upper-middle-class backgrounds, originate from suburban or rural demographic areas, self-identify as heterosexual, and are physically and intellectually abled (Staples, 2015). This is problematic because when students do not see people with subordinated identities in positions of power, they get the message that they do not have anything to offer. The presentation addresses the need for more teachers of color to bring a culturally diverse background and experiences into the teaching field to teach, influence, and empower students of colors so that they can do the same.

3. *Social Justice in Residence Life, Sam Pierce, Hanah Diebold, Colin Burns-Gilbert and Jackie Lee, Residence Life*

This presentation will provide an overview of the specific efforts that the Office of Residence Life engages in regarding the topic of social justice. These efforts include gender inclusive housing, a scholarship program, a peer education program, etc. We will provide a brief description of several efforts and then solicit feedback from participants. We seek to understand the campus communities' perceptions of Residence Life and our efforts regarding social justice, as well as provide a space for students to share their experiences living on campus.

**4:00-5:30 p.m.**

**Roundtable 3: Perpetuation of Racial Harassment: The Experiential System and Its Impact on Cultural Empathy, Centennial 1303**

*Suthakaran Veerasamy, Jessi Reidy, Elijah Schultz,  
Peter Lien and Brittany Mueller, Psychology*

In the current racial climate in this country, the rise in racial harassment experienced by people of color has been well documented. However, the reactions to these incidents by institutions like UWL are significantly muted compared to other forms of harassment. For example, when it comes to sexual harassment, clear procedures and policies are usually put in place to address sexual harassment, and those found to be in violation of them are often severely reprimanded. However, most institutions have been reluctant to enforce the same types of procedures and policies to address racial harassment. The purpose of this presentation is to share our proposition that the discrepancies that exist in confronting sexual harassment and racial harassment are fundamentally rooted in White people's lack of cultural empathy. We will use Epstein's (1994) cognitive-experiential self-theory to explicate

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the concept of cultural empathy or the lack thereof among White people by addressing the components of empathy: 1) perspective taking; 2) self/other-awareness; and 3) emotion regulation. We will then explain how the lack of cultural empathy then hinders most White people from understanding the full emotional impact of racial harassment on people of color, which results in the tendency to dismiss and minimize incidents of racial harassment.

**4:00-5:30 p.m.**

### **Diversity Dialogues Session 2, Centennial 2211**

1. Silence is Violence: Exploring Advocacy Work Through Privileged Identities, *Charles Martin-Stanley II*, University of Iowa

This presentation will be a discussion based dialogue in which we will discuss silence in situations involving privilege and oppression. First, I will introduce several frameworks that illustrate how silence can be a form of violence. Next, I will explain how silence can be a form of privilege, compliance, and then ultimately violence. The session participants will be challenged to work through their own identities to see how their silence impacts them on both an individual and systematic level. Throughout the presentation, we will also explore what I call the “other side” and the “gray area” of the position regarding silence as violence. Finally, I will share practical strategies for engaging in difficult discussions on privilege and oppression and we will apply them to real life scenarios affecting students at various institutions of higher education.

2. Language Matters: Recognizing and Confronting Ableism in our Everyday Lives, *Callie Frost and Libby Vodra*, Student Affairs

“Sticks and stones may break my bones, but words will never hurt me.” Although we may have been taught this proverb as children, the unfortunate reality is that words can hurt. Whether we use words and phrases unconsciously or consciously doesn’t reduce the impact. Our language can be especially impactful for people with marginalized identities. The focus of this presentation will be on the use of language as it relates to people with differing abilities and ableism. Ableism is a set of practices and beliefs that assign inferior value (worth) to people who have developmental, emotional, physical or psychiatric disabilities (Stop Ableism, 2016). The presenters will not be approaching this topic as experts, but rather starting a conversation about how phrases like “lame,” “they are acting so bipolar,” and “see you later” could have an impact on people with differing abilities. By attending this presentation, we hope you will have a greater awareness of the impact language can have and continue the conversation about ableism in your everyday lives.

3. “But It’s My Right!” The First Amendment on College Campuses, *Jackie Bisson*, Campus Climate

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This presentation will focus on The First Amendment and its role on college campuses. You've heard buzzwords like "trigger warnings" and "safe spaces" in the media, but what do these concepts really mean and are they a threat to The First Amendment rights of students and employees? When a hate incident occurs or hate speech is used, where do colleges draw the line on free speech and/or expression? How have colleges responded to these instances across the country? How does privilege factor into free speech? These questions will be explored, as well as how this controversial topic impacts the lives of college students in The United States.

Sponsored by Campus Climate and the Office of Diversity and Inclusion

**5:30-7:00 p.m.**

**Plenary Panel 2: Stomp Out Stigma: Mental Health Dialogues, Centennial 1400**

*Kate Ebert, Wellness and Health Advocacy, and Panelists*

UWL Wellness Resource Center, Mental Health Promotion Task Force, and Active Minds are collaborating to bring Stomp Out Stigma: Mental Health Dialogues back to UWL for the second year as part of Social Justice Week in partnership with National Public Health Week. This event is a panel discussion to raise awareness, reduce stigma, educate, and provide support for those who are struggling with mental health on our campus. We are hosting this event again this year to allow more voices, experiences, and personal stories to be heard. Individuals with a wide spectrum of mental health challenges from depression, anxiety, and suicide ideation and attempts, to disordered eating, body image struggles, personal identity and internalized racism, are invited to share their stories. Panelists will have about 15 minutes to tell their story, reflect upon their challenges with mental health, and share a short, impactful piece of art that they feel illustrates their journey. Openness breeds openness. For panelists, this is a safe space to tell their story. For participants who attend this event, hearing someone else talk about their mental health may encourage them to be more willing to talk about their own struggles with others.

**7:00-8:30 p.m.**

**Performance: Multipurpose Room, Student Union**

*Drew Lynch, Comedian*

In 2015, Drew Lynch, a comedian, captured the hearts of America with his Golden Buzzer performance on Season 10 of America's Got Talent.

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According to Drew's official website, <http://drewlynch.com/>:

"Drew becoming a comedian was almost as unintentional as capturing America's hearts. Originally from Indianapolis, at the age of 19, Drew moved to Los Angeles with aspirations of becoming an actor; a dream he had since he was a kid. An unexpected softball accident just a year into his acting career left Drew with a severe stutter and crushed his hopes of ever performing again. Drew's vulnerability in dealing with his stutter and making it relatable to real-life situations propelled him each week of the competition – advancing him to the finals and ultimately landing him first runner-up on season 10 of America's Got Talent. Drew attributes much of his success from his ability to be honest, genuinely facing the "elephant in the room" head on. Inspired by comedians Bo Burnham, Louis C.K, he now headlines Comedy Clubs across the country. Since his success on America's Got Talent, Drew's career has come full circle and he has broken back into the acting scene. Drew recently garnered a recurring role on the Marc Maron Show, has appeared on "Dr. Oz," and as a celebrity guest on the game show "Idiot Test." He is collaborating on a book, and ultimately becoming the actor he always dreamed of, with a now different and enlightened perspective on who he thought he was, and who he is today."

Sponsored by the Campus Activities Board

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**12:00-1:30 p.m.**

**Brown Bag Lunch 4, Room 3310, Student Union**

Prevention: A Collaborative Course on Sexual Assault Programs  
*Terry Glenn Lilley, Carly Juzwik, Anna Kass, Whitney Storvick and  
Maggie Wooley, Women's, Gender and Sexuality Studies*

This presentation will look at WGS 322: Gendered Violence Prevention, a course on sexual assault prevention here at UWL. In this course, students are led through the empirical and theoretical literature on sexual assault and prevention strategies in an effort to help them in designing and developing a sexual assault prevention program. These programs can take whatever form the student wishes, so long as they can support their decisions through the literature. Students work inside and outside the classroom on these projects through a continuous process of face-to-face peer reviews, feedback from the instructor, and review by outside experts (Title IX coordinator, Violence Prevention Officer, community advocates, etc.). This session will highlight some of the programs designed by students. Discussion will also include how the course, as a whole, is informed by feminist pedagogy and models how courses can contribute to social justice making.

**1:30-4:00 p.m.**

**Speaker and Panel: Veteran Success on Campus  
Room 3120, Student Union**

*David Chrisinger, UW-Stevens Point*

David Chrisinger will speak about an English writing class he created for veterans to help them use writing to transition to college. He will also be talking about the book he edited, "See Me For Who I Am," that students who took his class wrote. David's talk will be followed by a panel of UWL student veterans who will talk about their experiences.

**4:00-5:30 p.m.**

**Research Session 4: Sociological Perspectives of Social Justice, Centennial  
2205**

1. The Same Old Arguments: Tropes of Race and Class in the History of Prostitution from the Progressive Era to Present, *Terry Glenn Lilley, Women's, Gender and Sexuality Studies, Chrysanthi Leon and Anne Bowler, University of Delaware*

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Historically and today, policy and practice directed at prostitution has ignored structural factors in favor of pathologizing individuals and groups associated with sex work. This paper identifies two major axes around which tropes of prostitution operate: race as a line of worthiness and the prostitute as economic actor. Reformers in the early 20th century utilized race to demarcate worthiness among women. Young, working class white women were seen as worthy of reform and became the focus of social policy. Meanwhile, reformers dismissed economic factors in favor of explanations privileging personal and moral failure. We draw on extensive historical data from the influential New York State Reformatory for Women at Bedford to show the extent to which assumptions about race and class were based on error and misreading. We argue that the historically-rooted failure to acknowledge structure persists into present-day policy and practice, pitting the worthy prostitute against the unworthy one, categorizing some women engaged in sex work as victims and others as willful bad actors. While policy makers and institutional leaders may publically describe concern for “fallen women,” in other instances prostitutes are decried for their failures to benefit from interventions designed to save and contain them.

### 2. Food Stamps are Not Enough: Food Insecurity Among Elderly Foodshare Participants in La Crosse County, *Carol Miller, Sociology*

This study measures the extent of food insecurity among the elderly in La Crosse County. Self-report data were collected through face-to-face interviews at local senior meal sites and through a mailed survey to elderly households on the county Aging Unit mailing list (total N=645). Results showed that the majority of elderly residents were food secure and were consuming nutritious foods regularly. However, a subgroup of respondents who self-identified as participants in the Supplemental Nutrition Assistance Program (SNAP), commonly known as the “food stamp program,” were more likely to be food insecure and consumed nutritious food less frequently. Food insecurity puts these senior citizens at a higher risk for additional nutritional and health problems. Suggestions for policymakers and human service workers are provided, such as increasing access to more and better food through congregate and home-delivered meals, expanded food pantries and farmers’ markets and by increasing SNAP benefits.

### 3. “Not in Our Water!” An Analysis of Environmental Conflict in Bayfield County, Wisconsin, *Adam Driscoll, Sociology*

Animal agriculture is one of the biggest contributors to water pollution in the United States and the siting of large-scale Concentrated Animal Feeding Operations (CAFOs) in economically underdeveloped communities constitutes an important dimension of environmental justice. This study explores the social dynamics underlying the conflict over a proposed CAFO in Bayfield County, Wisconsin. In this struggle, advocates for the proposed operation tout its potential economic benefits for the region while opponents express concern over its potential impacts on water quality and tourism. Given that the majority of the Bayfield community currently

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opposes the proposed operation, we explore the concept of community as stakeholder. We draw from local and state media sources as well as in-depth interviews with key stakeholders to examine the claims making, discursive strategies, tactics, and relative successes of both sides. Currently, this struggle hinges on state and local legislative bodies and their legal right to regulate CAFOs. While the local legislature may be opposed to the proposal, state law precludes any preemptive regulation. The implications of this study can be applied to a wide range of other, similar conflicts throughout the nation, where small, economically challenged communities house the political capacity to fight off unwanted and environmentally deleterious industrial expansion.

**4:00-5:30 p.m.**

**Panel 4: Reducing Bias and Promoting Diversity in Recruitment and Hiring, Centennial 1404**

*Christa Kiersch, Alanna Roesler, Jonathan Flinchum,  
Willena Stone and Austin Haas, Management*

One way in which employers and the business community can advocate for social justice is in their human resource practices, especially in terms of recruitment and hiring of new employees. All too often, recruitment and hiring practices are influenced by stereotypes and bias, leading to discrimination and undermining social justice causes. Yet, research related to stereotypes and bias in decision-making as well as best practices in human resources provide hope. In this panel discussion, individuals with different areas of expertise from the University of Wisconsin-La Crosse and the surrounding community will bring a holistic view of the issue and provide guidance on how organizations can address biases, increase diversity, and ultimately play a positive role in the fight for social justice.

Panelists:

1. Christa Kiersch: Assistant Professor, Management Department, specializing in Human Resource Management
2. Nizam Arain: Director, Affirmative Action, UWL
3. Jessica Sim: Assistant Professor, Psychology Department, specializing in stereotypes, prejudice, and discrimination
4. Member of La Crosse Area Society for Human Resource Management (TBA)
5. Human Resources and hiring professional from Gundersen Health System (TBA)

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**4:00-5:30 p.m.**

**Roundtable 4: Intersectional Analysis of School Discipline and Punishment, Centennial 1303**

*Roi Kawai, Educational Studies, and Guests*

Racial disparities in school office referrals (i.e. “getting into trouble”), school suspensions, and police contact between black and white youth in La Crosse are well documented. In 2013, the La Crosse Tribune reported that, of the 110 school suspensions in La Crosse School District, 47 students were black, and 0 were white. Put into context, 75% of students in the La Crosse School District were reported as white, and 4.7% were reported as black, meaning black students were 14X more likely to be suspended than white students. This statistic, in itself, is staggering. However, an *intersectional analysis* of race, gender, and disability of the 2014-2015 data points to a more complex problem. District-wide, students identified as male are 2X as likely to get suspended as students identified as females; students with identified disabilities are 3.4X as likely to get suspended as temporarily able-bodied students; and students identified bi or multiracial—which encompasses many Native American students in the district—are 2.4X as likely to get suspended than white students (Wisconsin Department of Public Instruction, 2016). Taken together, a multiracial male with an identified disability is 16.3X more likely to get suspended than a white, temporarily able-bodied female. This roundtable will inquire into this troubling disparity (and other troubling trends across identities), point out the value of intersectional analysis across the district, and offer several promising in-class and school-wide practices and research to get at the root causes of such an inequity.

**4:00-5:30 p.m.**

**Panel 5: Choice in Advocacy Discourse (CHAD) for Teacher Candidates, Centennial 2211**

*Scott Baker and UWL Students, Educational Studies*

Choice in Advocacy Discourse (ChAD) is a framework in which teacher candidates (TCs) in EDS 206, Multicultural Education, are able to explore their own interests in addressing social justice advocacy. As future teachers address lived experiences of race, gender, economic status, sexual orientation, and citizenship to prepare for their future classrooms, it is imperative students are encouraged to explore these marginalized populations in a manner that allows TCs to creatively explore other diverse positionalities in the educational system. Furthermore, it is important for future educators to see how these realities intersect with one another. This framework allows TCs to explore other lived experiences and their intersectionality,



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while also allowing students the choice to determine the medium they utilize. This freedom of choice allows future educators to begin understanding advocacy from within their own lived realities and outwardly as they become part of the process in bettering the lives of their future students. Presenters in this panel will discuss their own arts-based writings, reflections, and projects which advocate for diverse student populations in the classroom.

**5:45-6:45 p.m.**

**Plenary Panel 3: Public Health and Social Justice, Centennial 1400**

*Jessica Priest, National Public Health Week Campus Representative, and Panelists*

This panel of professors, professionals, and students will discuss the overlap between public health and social justice.

**7:00-8:30 p.m.**

**Keynote Speaker: Auditorium, Graff Main Hall**

Size Stigma: A Social Justice Concern Undermining Health and Wellbeing

*Linda Bacon*

Educator, Researcher and Author of "Health at Every Size"

Dr. Linda Bacon is an internationally-recognized authority on topics related to nutrition, weight and health. A health professor and researcher, she holds graduate degrees in physiology, psychology, and exercise metabolism, with a specialty in nutrition, has conducted federally funded studies on diet and health, and is well-published in top scientific journals. Linda's advocacy for Health at Every Size® has generated a large following on social media platforms like [Facebook](#) and [Twitter](#), health and nutrition listservs and specialty blogs, and the international lecture circuit. She and her work are quoted regularly in national and international publications, with recent appearances in the *New York Times*, London's *Sunday Times*, *ABC Nightly News with Diane Sawyer*, *Good Morning America*, and magazines including *Prevention*, *Glamour*, *Cooking Light*, *Newsweek*, *Fitness Magazine*, *Utne Reader*, and *National Geographic*. Well known for her political and social commentary, Linda frequently guest posts on a wide variety of internet sites. Her most recent book, [Body Respect: What Conventional Health Books Get Wrong, Leave Out, or Just Fail to Understand about Weight](#), co-authored by Lucy Aphramor, a crash course in what you need to know about bodies and health, has been acclaimed for changing the weight discourse world-wide. Her first book, [Health at Every Size: The Surprising Truth About Your Weight](#), called the "Bible" of the alternative health movement by *Prevention Magazine* and others, consistently garners laudatory reviews. Her recent [Nutrition Journal article](#), co-authored with Lucy Aphramor,

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ranks as “most-highly accessed” and has been widely discussed. Bacon has a large fan following and is considered an icon in the alternative health and size acceptance communities. She is also a dynamic and compelling public speaker, consistently drawing large and enthusiastic crowds. With a rare dual perspective combining academic expertise and clinical experience, Dr. Bacon is adept at providing a link between scientific research and practical application. This enables her to bring authority and compassion to her writing and speaking. For more information about Linda Bacon visit <http://www.lindabacon.org/>.

Sponsored by the College of Liberal Studies and  
the Office of Wellness and Health Advocacy

**Friday, April 7, 2017**

**12:00-1:30 p.m.**

**Social Justice Week Closing Reception and Panel, Room 3310, Student Union**

Please join us for the closing reception for Social Justice Week. Laurie Cooper Stoll, Director of the Institute for Social Justice, will briefly discuss objectives and programming. All are welcome, especially those who are interested in becoming affiliated with ISJ.

**The Importance of Self-Care for Social Justice Advocates**  
*UWL and Community Panelists*

Individuals engaged in social justice work often run the risk of burnout. Strategies for healthy self-care are important for current advocates and for students who are going into social justice-related fields. This panel will consist of professionals at UWL and in the community who will discuss ways for those of us engaged in social justice work to take care of ourselves in the process.