

Seventh Annual

SOCIAL JUSTICE WEEK

**The Strength of Our Stories:
Reviving Our Communities by Amplifying
Lost Voices**

April 4 - 6, 2023

UWL Student Union, 521 East Ave North

To Register,
Scan Here!



For More Information,
Scan Here!



Follow @uwldiversity on Facebook and Instagram for updates!



<https://www.uwlax.edu/diversity-inclusion/social-justice/social-justice-week/2023/>

The Institute for Social Justice

In support of the University of Wisconsin-La Crosse's commitment to Inclusive Excellence, the mission of the Institute for Social Justice is to create and support a community of scholars committed to social justice research; to engage and mentor students who are interested in pursuing social justice research and/or careers in social justice fields; and to form partnerships with social justice organizations in the La Crosse community.

Our Mission

The Division provides leadership and services, and advocates for access, equity, and inclusion for historically marginalized and systematically under-served populations. The Division creates an inclusive environment for preparedness, global awareness, and service to others.

Sponsors and Collaborators



Joint Committee on Free Speech Promotion

The Strength of Our Stories:
Reviving Our Communities by Amplifying Lost Voices

UWL Indigenous Land Recognition Statement

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.

Adopted by Student Association 4/6/2016
Academic Staff Council 2/13/2017
Faculty Senate 3/19/2017
University Staff Council 4/11/2017



The Native American Student Association (NASA) at the University of Wisconsin-La Crosse created the Indigenous Land Recognition statement with the sole purpose to recognize, honor, and celebrate the traditional land that the university resides on. The Joint Multicultural Affairs Committee (JMAC) supported NASA's efforts to have the statement adopted by UWL.

To learn more scan here



**The Strength of Our Stories:
Reviving Our Communities by Amplifying Lost Voices**

Check out other events happening!



Urban nature, wealth, and implications for green infrastructure

Thursday, April 20 | 2:15-3:10 p.m.
1401 Centennial Hall

Learn how environmental science intersects with public policy, social justice, recreation, public health, and land-use planning with Dr. Bonnie Keeler, Humphrey School of Public Affairs. Everyone is welcome!

GRADUATE & EXTENDED LEARNING | UW-LA CROSSE

The talk is a great chance to learn how environmental science intersects with public policy, social justice, recreation, public health, and land-use planning. Students and faculty from all majors and disciplines are encouraged to attend, as are members of the La Crosse community.

The Strength of Our Stories:
Reviving Our Communities by Amplifying Lost Voices

**\$10,000
HOLE-IN-ONE
CONTEST**



SAVE THE DATE

JUNE 7, 2023

**PINE CREEK GOLF COURSE
LA CRESCENT, MN**

**GOLF BEGINS: 1 P.M.
SOCIAL HOUR: 4 P.M.**



**DIVERSITY &
INCLUSION**

STUDENT AFFAIRS



	Tuesday April 4th	Wednesday April 5th	Thursday April 6th
12:00 PM - 1:30 PM	<p>Free Speech & Campus Discourse Union 2130</p> <p>Digital Storytelling as Empowerment: Sharing Stories from the We Live in La Crosse Project Union 3120</p>	<p>Compassion: The Heart of Social Justice Union 2130</p> <p>Change & Empowerment Through Anti-Racist Pedagogy in Art Education Union 3120</p>	<p>Historical Trauma & Hidden Diversity Among Us Union 3310</p> <p>What are we Actually Teaching? Auditing Our Curriculum through a DEIJ Lens Union 3120</p>
2:30 PM - 3:45 PM	<p>Voice of Survivors Union 2130</p>	<p>Community Building Initiatives Integrating ARPAC (Antiracist Pedagogy Across the Curriculum) Union 2130</p> <p>Storying the Floods: Transforming Disaster into Collective Action Union 3120</p>	<p>Title: A Woman's Place is in the Groove: Centering Women's Composers in the Jazz Canon Annett Recital Hall, Lowe Center for the Arts</p> <p>Supporting Students With Invisible Disabilities Union 3310</p>
4:00 PM - 5:15 PM	<p>Even Our Dreams film with Nyari Mashayamombe Q/A Discussion with Director Union 2130</p> <p>Understanding Our Communities Through Civic Inquiry: Undergraduate Public Advocacy Projects from Communication and Civic Engagement Union 2130</p> <p>The Mental Health Revolution: Building Community Care through Peer Support Union 3120</p>	<p>Caregiving on Campus Union 3120</p>	<p>Teaching Social Justice in Palestine Union 3110</p> <p>Building Communities for Inclusive Teaching Union 3310</p> <p>Trans* Student Panel Union 3120</p>
5:30 PM - 6:45 PM	<p>Even Our Dreams film with Nyari Mashayamombe Q/A Discussion with Director Union 2130</p> <p>The Economics, Data, and Humanity of Immigration: Lessons from the Coulee Region Union 3120</p>	<p>Dreaming of Queer Crip Futures in Higher Education Union 2130</p> <p>Transforming Police Into a Human Rights Organization Union 3120</p>	<p>Understanding Voting Barriers Union 3310</p> <p>Dr. Dina Zavala & Friends Union 3120</p>
7:00 PM - 8:30 PM	<p>Keynote: Lyda X.Z. Brown Union 2130</p>	<p>Amplifying marginalized voices in academic research: A case for trauma-informed qualitative methodologies Union 2130</p>	<p>Keynote: Ruth Buffalo Union 3310</p>

Monday, April 3 - Friday, April 7

Student Gallery

340 Lowe Center for the Arts

The exhibit aims to center marginalized artists in order to advance social justice within in our community



Inaugural Event

SOCIAL JUSTICE WEEK ARTIST EXHIBIT

The Strength of Our Stories:

Reviving Our Communities by Amplifying Lost Voices

April 3 - 7, 2023

Student Gallery

340 Lowe Center for the Arts



**Submission
deadline 03/27/23**

We aspire to change narratives of invisibility, antiquity, and extinction by illuminating marginalized voices forgotten or left behind due to the current state of the world.

The Strength of Our Stories:

Reviving Our Communities by Amplifying Lost Voices

Tuesday, April 4

Free Speech and Campus Discourse

12:00 - 1:30 PM | Student Union 2130

Presenters: The Joint Committee on Free Speech Promotion (JCFSP)

- Dr. Joe Gow – Chancellor, UWL, he/him
- Dr. Kara Ostlund, Dean of Students, UWL, she/her
- Dr. Tara Nelson, Director of CTJ; she/her;
- Dr. Lara Trubowitz, Education Director for ADL Midwest, she/her

Abstract

This panel will discuss free speech policies at UWL as it pertains to students and academic environments (curricular and co-curricular). The panel will consider perspectives from academics, practitioners, and administrators as it relates to the first amendment as well as thoughts on how UWL can support free speech.

Digital Storytelling as Empowerment: Sharing Stories from the We Live in La Crosse Project

12:00 PM - 1:30 PM | Student Union 3120

Presented by Dr. Heather A. Linville (she/her), a professor in the Department of Educational Studies

Abstract

In this Lunch and Learn presentation, audience members will view several digital stories created for the We Live in La Crosse: Stories of Belonging (WLLC) project. The digital stories are short (two-four minute), personal, multimodal, highly engaging narratives created by multilingual, and in some cases migrant, community members over a five-day workshop in the summer of 2022. Each digital story provides a window into one person's life and an opportunity for viewers to consider how language and migration figure into a sense of belonging in our community. Dr. Linville will describe how the project came about and successes (and setbacks) in achieving the goals of the project: to highlight multilingual voices and migrant experiences in our community and empower individuals whose stories are not often heard. Audience members will also be encouraged to consider what experiences in their own lives they could explore through digital storytelling.

**The Strength of Our Stories:
Reviving Our Communities by Amplifying Lost Voices**

Tuesday, April 4

Voice of Survivors | 2:30 - 3:45 PM | Student Union 2130

Hosted and Moderated by Blythe McConaughey - Violence Prevention Specialist (Moderator), & Issy Beach Coordinator of Student Wellness, & Members of Peer Health Advocates Team.

Abstract

Every year in April, which is Sexual Assault Awareness Month, UWL aims to amplify the voices of those who have survived sexual, domestic, or dating violence and give them space to share their grief, their anger, and their strength. This event will be a safe space for survivors to share their experiences and their hopes for the future. Everyone at UWL is welcome to attend

Tuesday, April 4

**"Even Our Dreams" film and Q&A presented by
Nyari Mashayamombe | 4:00 PM - 6:45 PM
Student Union 2130**

Abstract

A story about a group of people with different disabilities sharing their capabilities, buoyancy, ubuntu, challenges, triumphs, love and dreams. "Even Our Dreams" is a film by Identities Media TV produced by Human and Women's Rights Advocate Nyaradzo Nyari Mashayamombe featuring the community of Chiredzi district in Masvingo Province. With the sole purpose of declaring that their DREAMS MATTER, it traces the development of a visual and oral story for people with various forms of disabilities (blind, deaf, short stunted growth; girls, women, men and boys) who are one of the largest minority groups in Zimbabwe.



The film gives people with disabilities the opportunity to tell their story exploring themes such as; capacities, buoyancy, ubuntu/hunhu, challenges, thriving, love, dreams, and the ability to shape their 'most desired world'. The story is also shaped from the perspective of their guardians, siblings, care givers, fellow community members who interact with them on a daily basis, local community development philanthropists as well as local leaders. Emphasis is placed on how they are 'no less of humans' than other able bodied people, showcasing some of the innovative ways they have found to make a living and progress in life. We hear about their current situations, their challenges, how they are overcoming them and what their hopes and dreams are for the future.

**The Strength of Our Stories:
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Tuesday, April 4

The Mental Health Revolution: Building Community Care through Peer Support | 4:00 PM - 5:15 PM | Student Union 3120

Hosted by

- Sarah Johnson, Licensed Professional Counselor, Consultant & Community Engaged Artist, She/they
- Keely Rees, PhD, MCHES, Professor/Chair, Public Health & Community Health Education, She/Her
- Lila Tully, Eta Sigma Gamma Treasurer, She/Her
- Porter Culp, PATCH Teen Educator, He/Him

Abstract

Join us for an interactive and interdisciplinary session to learn about a growing partnership between Public Health students and a community-based mental health professional to offer Mental Health Community Care training to local Eta Sigma Gamma (ESG) Chapters. Mental Health Community Care teaches the knowledge, skills, and behaviors to enable informal supports (ie nonclinical) to normalize conversations about mental health, develop consistent self care practices while learning how to support others, recognize signs of concern, and increase help-seeking and help-giving behavior. Mental Health Community Care focuses on transferring learning into feasible, applicable, and immediate real-life action. Public health education students in ESG Chapters serve as conduits for education and advocacy with furthering the mission of Mental Health Community Care on a college campus, making mental health conversations more accessible. Initial outcome data indicate positive engagement and implementation of skills learned. Presenters will also share about the development of future partnerships towards scaling the work sustainably.

Tuesday, April 4

Understanding Our Communities Through Civic Inquiry: Undergraduate Public Advocacy Projects from Communication and Civic Engagement **4:00 PM - 5:15 PM | Student Union 2310**

Hosted by Dr. Brandon Anderson, Assistant Professor, Communication Studies & Dr. Beth Boser, Associate Professor, Communication Studies

Panelists: Students from CST 211: Communication and Civic Engagement, Fall 2022 •

Emma Eslinger: The threat of violence & the impact it has on the outdoor exercising community in La Crosse. Marti Maday: The long-ranging reach of substance abuse in the La Crosse community. Hannah Dull: The inability of the La Crosse Community to address the homelessness crisis. Casey Christ: Excessive road salt usage and the negative environmental, economic, and health costs for the community of La Crosse.

Abstract

Our communities face so many problems and how can we begin to know how to address them if we are not listening to those most impacted? Panelists will demonstrate their own answers to this question by discussing the semester-long Public Advocacy Project they completed in CST 211: Communication and Civic Engagement. Each project is community-based, local, collaborative, sustainable, and deliberative. For the project, students identify and analyze a social problem in a community of which they are a part and conduct in-depth community-based research to gain a comprehensive understanding of the problem from multiple perspectives. Based on this research, a plan to sustainably address the problem is developed and then presented to key agents of change within the community. Panelists highlight the importance of community inquiry—engaging with local stakeholders--that precedes community advocacy. Each project demonstrates a process for empowering students to engage in community work that addresses real community-driven needs.

Tuesday, April 4

The Economics, Data, and Humanity of Immigration: Lessons from the Coulee Region

5:30 PM - 6:45 PM | Student Union 3120

Panelist: Dr. Taggart J. Brooks, Professor of Economics and Dean, CBA, UWL Panelist: Dr. Nabamita Dutta, Professor of Economics and Co-Director, Menard Family Initiative for Economic Engagement and Research, UWL Panelist: Dr. Víctor M. Macías-González, Professor of History and Faculty Fellow for Diversity and Inclusion, CASSH, UWL Panelist: Mr. José D. Rubio-Zepeda, Assistant Director for Retention, Office of Multicultural Student Services, UWL

Abstract

This panel endeavors to connect social justice arguments for increased immigration with the economic and free market arguments for immigration. Panelists will approach the topic through their different disciplinary lenses to explore this phenomenon.

Keynote Speaker: Lydia X.Z Brown

7:00 PM - 8:30 PM | Student Union 2130

Lydia X.Z Brown is an autistic disability rights activist, writer, attorney, and public speaker

Notes:



Wednesday, April 5

Compassion: The Heart of Social Justice

12:00 PM - 1:30 PM | Student Union 2130

Presented by Associate Professor Rebekah Fowler, she/her/hers

Abstract

Social and Transformative Justice invites us to recognize suffering in our communities and to act to alleviate or mitigate that suffering. This is the very definition of "compassion." Compassion also recognizes the common humanity of all people as the starting point for making any substantive improvement in the lives of those who are suffering. Through story and practice, this presentation explores the mind-body connection of compassion, shared humanity, and the awareness of the roles courage and wisdom play in active compassion.

Change & Empowerment Through Anti-Racist Pedagogy in Art Education

12:00 PM - 1:30 PM | Student Union 3120

Presented by Associate Professor Lisa Lenarz (she/her/hers) from the Department of Art & School of Education Affiliated

Abstract

Inequity continues to operate under a veil of passive conformity within the structure of education. Structural change requires commitment to dismantle systemic and institutional oppression in the wider community while also promoting and modeling a liberatory pedagogy that is student centered, with differences seen as assets. For these types of changes to be transformational, and not merely transactional they must take shape through a grass roots process, be collective with transparency and accountability as well as deeply rooted in analytical tools/skillsets with an awareness of power structures (Rodriguez 2021). When students can collectively build cultural competency, address biases, raise consciousness, reflect, analyze, curate diverse exemplars, and reflect critically they evaluate how factors such as identity, gender, culture, ableism, race, and racism shape the visual arts as well as its instruction and seek to uncover biases within the profession as catalysts for change.

Wednesday, April 5

Community Building Initiatives Integrating ARPAC (Antiracist Pedagogy Across the Curriculum) & other "Cool stuff!"

2:30 PM - 3:45 PM | Student Union 2130

Presented by Rafael Ramirez (el profe global) and Friends

Abstract

This interactive presentation uses Adventure Education (AE) initiatives to build a community of belonging where all voices are empowered. Elements of ARPAC will be embedded in the process of building a community where learners (participants) feel empowered to share their stories and engage in difficult conversations while sharing the powerful energy of FUN. We will discuss how to build an "Agreement" (for social justice) to guide the process of learning and growing together. This presentation is aimed at K-12 teachers, educators in general, school psychologists, or anybody who loves learning and having fun with others.

Storying the Floods: Transforming Disaster into Collective Action

2:30 PM - 3:45 PM | Student Union 3120

Presented by Dr. Margot Higgins Associate Teaching Professor, Environmental Studies

Abstract

Living in Wisconsin's Kickapoo River and Coon Creek watersheds has been punctuated by several hundred-year floods in 2007, 2008, 2016, and 2017, and the worst in recorded history, in 2018. As flooding becomes more frequent and more severe across the Driftless region community members are working together to re-imagine how to live with worsening floods. This lunch discussion will discuss historic responses to flooding in the region, challenges to those responses in the context of climate change, current community-based actions, and the Stories From the Floods Project initiated by the Driftless Writing Center, community members, UW-La Crosse and UW Madison as one way of bringing people impacted by flooding together and to help transform trauma into collective action. We will discuss related theory, policy implications, current student projects, and an upcoming research project.

**The Strength of Our Stories:
Reviving Our Communities by Amplifying Lost Voices**

Wednesday, April 5

Caregiving on Campus

4:00 PM - 5:15 PM | Student Union 3120

Presented by the following:

- Grace Deason, Ph.D., she/her, Associate Professor, Psychology
- Nicole Gullekson, Ph.D., she/her, Professor and Chair, Management
- Christa Kiersch, Ph.D., she/her, Associate Professor, Management
- Erica Srinivasan, Ph.D., she/her, Associate Professor, Psychology

Abstract

Balancing caregiving with work and school responsibilities is challenging in the best of times. The collapse of caregiving support during the pandemic exacerbated these challenges, particularly for those already marginalized on college campuses. This session will focus on the caregiving experiences and challenges of faculty, staff, and students at UWL, with particular attention to the impact of the pandemic on caregivers with multiple marginalized identities. Presenters will integrate findings from psychological science with the results of the 2021 UWL Caregiving Task Force Survey, 2022 UWL Employee Engagement Survey, and research on parenting students to understand our local caregiving situation in its broader context. We will inform the audience of resources currently available at UWL and identify further actions and policy changes needed to expand the support available to caregivers on campus.

Wednesday, April 5

Dreaming of Queer Crip Futures in Higher Education 5:30 PM - 6:45 PM | Student Union 2130

Hosted by Dr. Andrew Ives, He/Him, Director, Access Center

Abstract

This session will discuss findings from a study of ten (10) LGBTQ+ Mad, Mentally Ill, Neurodivergent, and/or Disabled (QMMIND) college students from the US and Canada. Utilizing queer and crip theories, QMMIND co-researchers were asked to reflect on their queer and disabled identities and how they navigated higher education. QMMIND co-researchers also dreamt about a future that was accessible for QMMIND college students. The presentation will cover the major implications for higher education, specifically participants will explore ways to acknowledge queer crip histories, accept the queer crip present, and dream about queer crip futures.

Transforming Police Into a Human Rights Organization 5:30 PM - 6:45 PM | Student Union 3120

Presented by Dr. Peter Marina, Ph.D.

Abstract

Consistent with the theme, this session focuses on how to reclaim lost voices through storytelling to help transition police from a social control institution to a human rights organization. The discussion (1) analyzes the United Nations Declaration of Human Rights and how it applies to policing, (2) develops a three-fold typology called "Human Rights Policing Social Interactions," (3) discusses the relationship between power and human rights, (4) explains the power of human agency, (5) uncovers the creation of folk devils threatening human rights, (6) describes how to use the sociological imagination to understand community members, (7) reveals the importance of storytelling to see the world from the actor's point of view, (8) discusses the double consciousness and the creation of the "other," (9) describes what I call "soulful policing" and engaging with the community and (10) provides social policy suggestions at both the national level and local policing level.

The Strength of Our Stories:
Reviving Our Communities by Amplifying Lost Voices

Wednesday, April 5

Amplifying marginalized voices in academic research: A case for trauma-informed qualitative methodologies 7:00 PM -8:30 PM | Student Union 2130

Presented by the following:

- Elizabeth Crosby, she/her/hers, Associate Professor of Marketing
- Kim McKeage, she/her/hers, Greenfield Community College, Greenfield, MA
- Terri Rittenburg, she/her/hers, University of Wyoming, Laramie, WY
- Natalie Ross Adkins, she/her/hers, Drake University, Des Moines, IA

Abstract

The lived experiences of groups that have experienced marginalization by society are often absent in many academic research disciplines. We propose layering a trauma-informed approach onto the qualitative research methodologies to enhance these voices. Although researchers are trained to consider potential risks to research participants, little formal guidance exists on how to negotiate the research space when the phenomenon of interest involves or intersects with marginalization. Adopting a trauma-informed approach can help ensure informants' physical and emotional safety. This can help build trust, engage informants in the research process, and encourage open, honest responses among those who often feel disenfranchised and ignored. The application of a trauma-informed approach not only offers a path toward effective methodologies to better understand the lived experiences of groups that have experienced marginalization in society, but also provides a method to amplify their voices.

Thursday, April 6

Historical Trauma and Hidden Diversity Among Us

12:00 PM - 1:30 PM | Student Union 2130

Presented by Associate Professor Gerry Iguchi (UWL History)

Abstract

I will discuss the histories of the La Crosse region, involving, for example, the Japanese Americans from Hawaii who trained at Fort McCoy in 1942. They went on to fight in Europe heroically. Some returned to Wisconsin afterward. I will in this connection share my personal history. My dad and his family were incarcerated in a concentration camp in Arizona when he was 14. My mom's father was accused of being a Japanese spy and he was held in a federal prison camp in New Mexico. My mom and most of the rest of her immediate family were on parole in Utah, where she and her siblings picked sugar beets and went to school.

What are we Actually Teaching? Auditing Our Curriculum through a DEI/J Lens

12:00 PM -1:30 PM | Student Union 3120

Presented by the following:

- Sarah Pember (she/her/hers) Assistant Professor, PHCHE Undergraduate Program Director
- Audrey Seitz (she/her/hers) Lecturer
- Lien Nguyen (she/her/hers) Assistant Professor

Abstract

"Although we might consider the social justice component of public health to be self-evident," Sandro Galea (2018) reminds us that we should be emphasizing the social justice nature of our discipline in a more concerted way. This interactive session will detail the Public Health & Community Health Education Department's development and implementation of a Diversity, Equity, Inclusion, and Justice (DEIJ) Audit of our undergraduate curriculum. As a department we espouse social justice and equity for all as core principles, but we did not have a current framework of how these topics and skills were being addressed across and within our courses. During Social Justice Week, we will be in our initial phases of data analysis and hope to speak also about future directions and plans for the department based on our initial findings. We envision this to be an interactive session discussing and inspiring potential applications in other departments.

The Strength of Our Stories:

Reviving Our Communities by Amplifying Lost Voices

Thursday, April 6

“A Woman’s Place Is In The Groove”: Centering Women Composers in the Jazz Canon

2:30 PM - 3:45 PM | Annett Recital Hall, Truman T. Lowe Center for the Arts

Presented and performed by the following:

- Jon Ailabouni, he/him, Assistant Teaching Professor of Music - UWL, trumpet
- Jeff Erickson, he/him, Teaching Professor of Music - UWL, saxophone
- Karyn Quinn, she/her, Emeritus Senior Lecturer of Music , bassMusic - UWL, bass
- Rich MacDonald, he/him, Emeritus Professor of Music - Winona State University, drums
- Laura Caviani, she/her, Director of the Jazz Program and Senior Lecturer in Jazz Piano - Carleton College, piano

Abstract

Due to the systematic exclusion of women composers from jazz performance settings through the bulk of the 20th century, women’s artistic contributions to the tradition have been marginalized. This exclusion has had a dramatic effect on the jazz canon which is bereft of the voices of women composers. Because these standards play an outsize role in the education of student jazz musicians, the inclusion of women’s compositions in the canon of jazz standards is bound to make a major impact on the next generation of jazz musicians and audiences. This panel will center the creative output of women such as Lillian Hardin Armstrong, Melba Liston, and Mary Lou Williams and contemporary composers such as Emily Remler, Caroline Davis, and Laura Caviani by performing their works. As the title of Vivien Garry’s 1946 composition states: “A Woman’s Place Is in The Groove”.

Thursday, April 6

Supporting Students With Invisible Disabilities 2:30 PM - 3:45 PM | Student Union 3310

Presented by the following:

- Lucas Reddinger, he/him, Researcher I
- Ruth Schumacher-Martinez, she/her, Assistant Professor
- Ashley Edwards, she/her, Associate Professor
- Christine Manno, she/her, Assistant Professor
- Eugenia Turov, she/her, Teaching Professor
- Andrew Ives, he/him, Director of Access Center
- Andi Schommer, she/her, Student
- Christina Tondo, she/her, Student
- Annake Ramsey, she/her, Student
- Molly Ellmann, they/them, Student
- Thomas Hall, he/him, Student

Abstract

Over 900 students currently use the Access Center for a large range of disabilities, most of which are invisible. Learn and discuss ways we can accommodate students with documented (and undocumented) disabilities to better support student learning at UWL. Our faculty panelists will discuss their own experiences with disability and how they're using those experiences to accommodate disabled students as educators. Our student panelists will share accommodations that have helped them navigate college and improve their educational experiences. We welcome any folks who want to better support students with disabilities, as well as any folks with disabilities who want to feel more connected to our community. We welcome questions and hope to have a positive conversation about supporting the disability community at UWL.

Thursday, April 6

Building Communities for Inclusive Teaching

4:00 PM - 5:15 PM | Student Union 3310

Panelists for this event are the following:

- Ashley Edwards (CATL, CST), Bryan Kopp (CATL, ENG), Megan Litster (CATL, BIO), SaraJane Parsons (ECO), Sarah Pember (CHE), Jason Sumontha (PSY), Eugenia Turov (CHM)

Abstract

Social justice is a collective, collaborative practice which requires community by definition. However, teaching is primarily experienced (and evaluated) as an individual responsibility. This panel will overview the importance of community building for inclusive pedagogy and highlight some of the ways that the Center for Advancing Teaching & Learning (CATL) can be a community-building space for instructors. Panelists will share their personal experience with community building as part of their pedagogical practice. Finally, the audience will be invited to participate in a facilitated discussion to identify opportunities for community building at the University of Wisconsin-La Crosse.

Trans* Student Panel

4:00 PM - 5:15 PM | Student Union 3120

Presented by Pride Center Jamie Henk (he/him/xen/xim)

Abstract

This panel provides an opportunity for all to ask trans students about their experiences at UWL and everywhere else. Have broader community questions? Questions about college experiences? Come with any and all questions, we are here to answer!

Thursday, April 6

Teaching Social Justice In Palestine

4:00 PM - 5:15 PM | Student Union 3110

Presented by and in partnership with: Dr. Hanadi Shatara Pronouns: she/her/hers/لها/هي

Abstract

This event discusses pedagogical tools for teaching about Palestine in social studies classes. The event is great for all those who are training to be educators or all those with an interest in the Israeli/Palestinian conflict and human rights

Understanding Voting Barriers

5:30 PM - 6:45 PM | Student Union 3310

Presented by Melissa Kono (she/her), Associate Professor, UW-Madison, and adjunct instructor in Economics at UW-L. Town Clerk for the Town of Burnside in Trempealeau County

Abstract

Voting is a basic act of civic engagement and the foundation of our democracy, yet accessing the right to vote can be a challenge for some. Increased Voter registration and Photo ID laws in Wisconsin have negatively impacted voters—especially those who are more vulnerable and have difficulty accessing and affording the documentation necessary to vote. Experts project that in Wisconsin alone, 300,000 eligible voters lack the ID necessary to cast a ballot. Successful voter registration and voter ID education involve going to places where people are already present. In addition to an overview of voting barriers, the session will include tactics for implementing all levels of voter education and will also provide information on how to assist those who may need extra help getting registered or acquiring an ID including those with housing insecurity, student, elderly, currently/formerly incarcerated, and voters with low income levels.

The Strength of Our Stories:
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Thursday, April 6

Hear from Dr. Dina Zavala - Interim Vice Chancellor of Diversity and Inclusion

5:30 PM - 6:45 PM | Student Union 3120

Hosted by Dr. Dina Zavala and friends

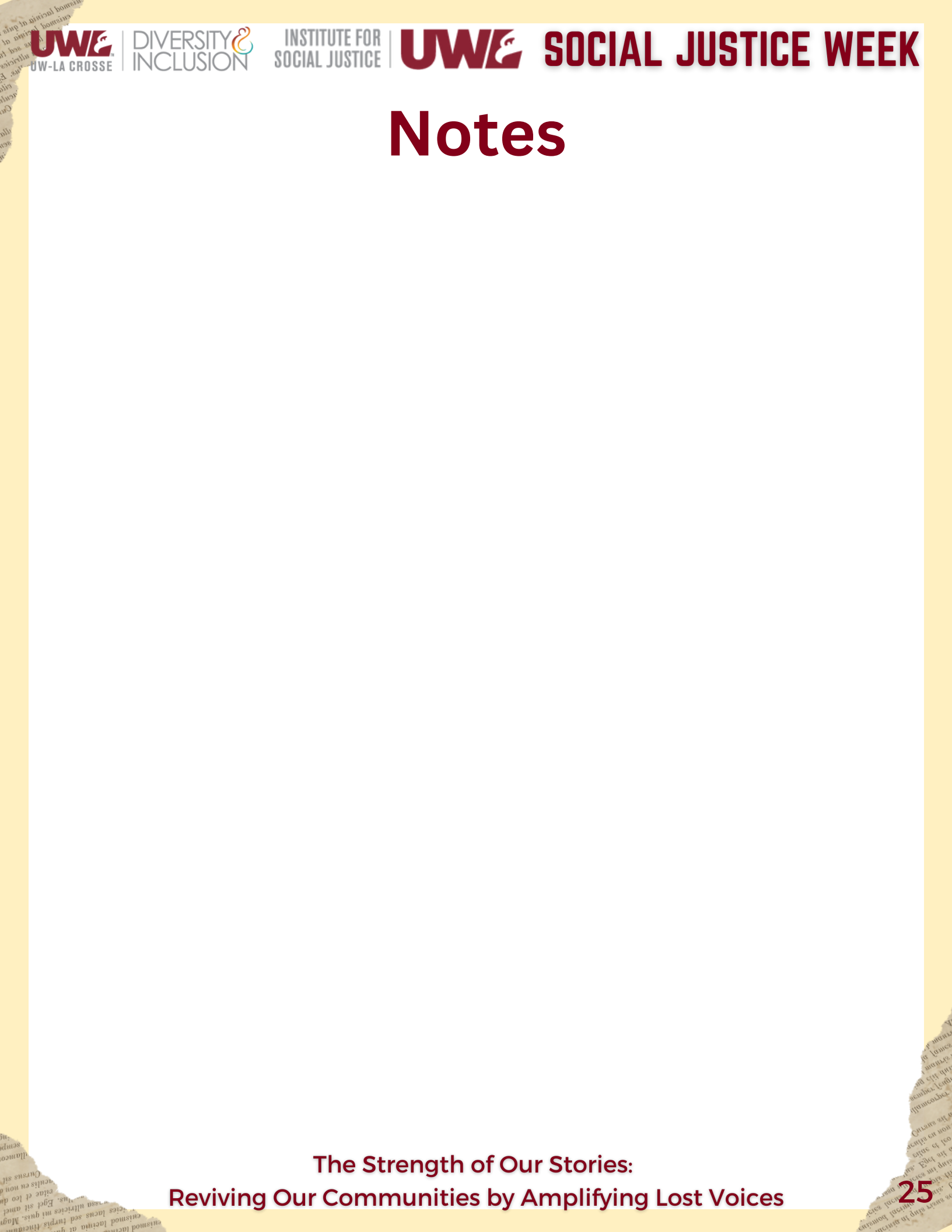
Keynote Speaker: Ruth Buffalo

7:00 PM - 8:30 PM | Student Union 3310

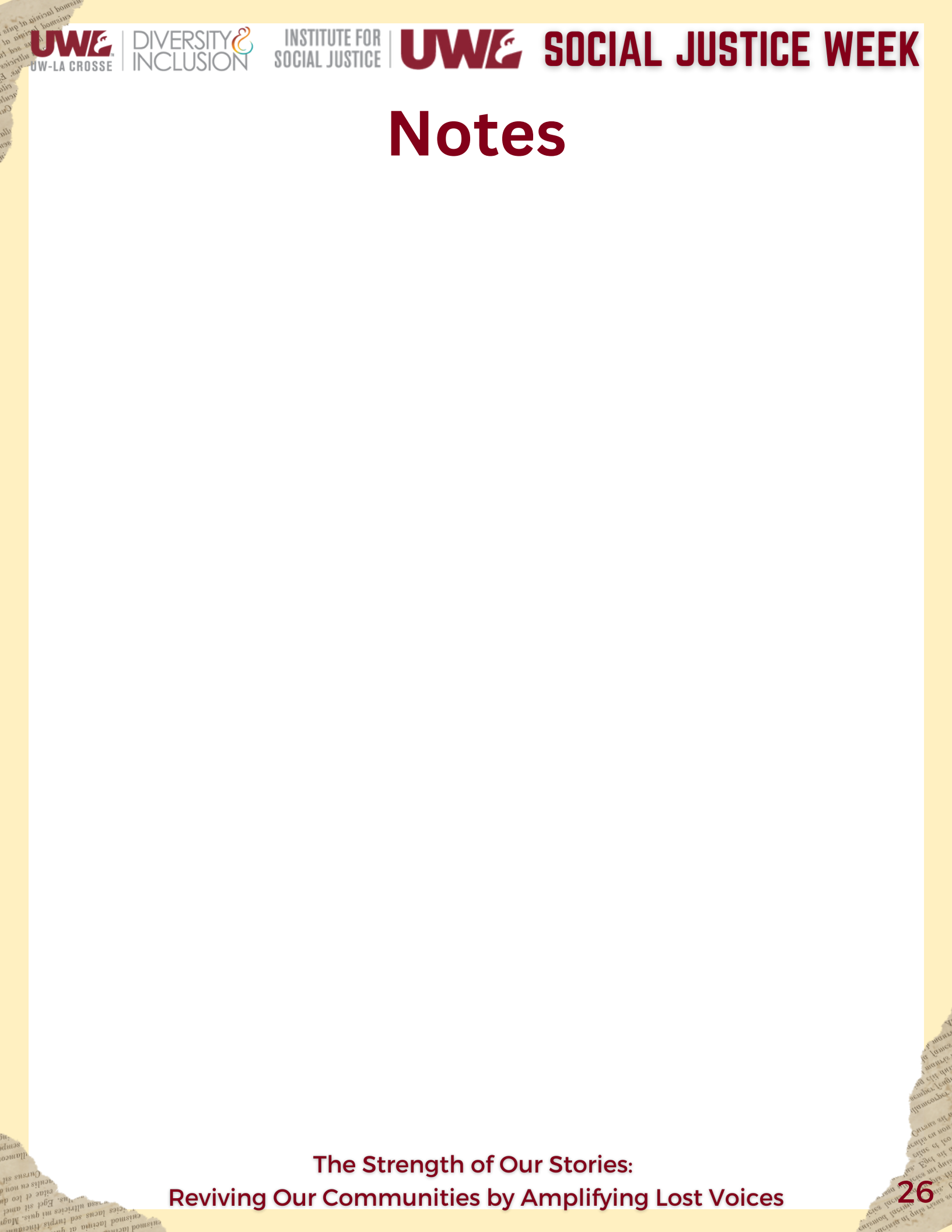
A politician who was the first Native American Democratic woman elected to the North Dakota Legislature



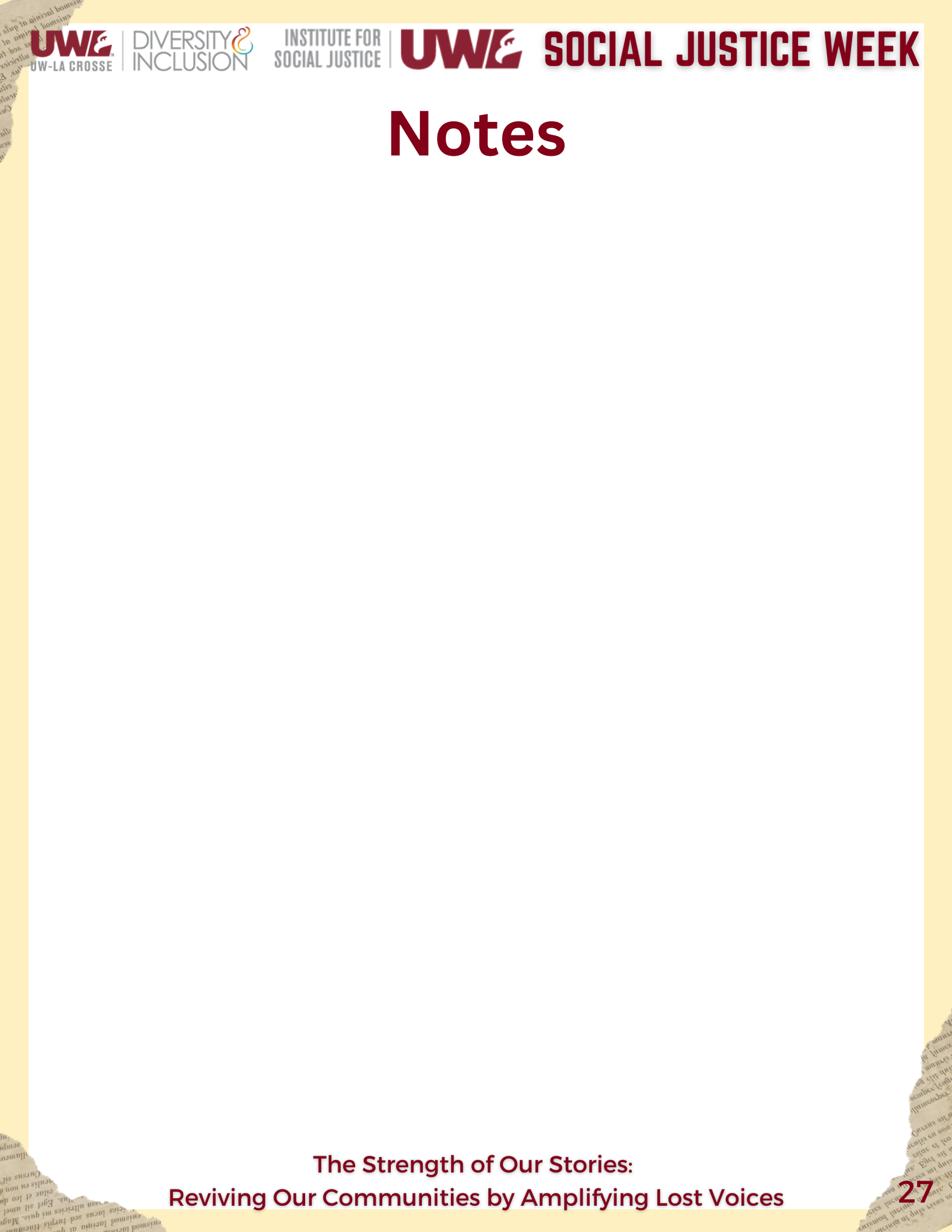
**The Strength of Our Stories:
Reviving Our Communities by Amplifying Lost Voices**



Notes



Notes



Notes

Thank You

Your feedback is always welcome



Diversity and Inclusion Programming Committee



Shyanna Brickson
Committee Member
Graduate Assistant,
Academic Advising
Center



Caleb Colon-Rivera
Co-Chair
Admin Assistant
for Diversity &
Inclusion



Margaret Henning
Committee Member
Advisor, Student
Support Services



Steph Pinal
Committee Member
Retention
Specialist,
Multicultural
Student Services



Vickie Sanchez
Co-Chair
Director of
Multicultural
Student Services

Already Registered?

Check in here and get a program!

SOCIAL JUSTICE WEEK

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For More Information,
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**The Strength of Our Stories:
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**Didn't register yet!
Check in here!!**

SOCIAL JUSTICE WEEK

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