

UW-LA CROSSE 3RD ANNUAL

SOCIAL JUSTICE WEEK

**BUILDING
REVOLUTIONARY
COMMUNITIES**

April 2-6, 2018

PROGRAM

SPONSORED BY THE UW-LA CROSSE INSTITUTE FOR SOCIAL JUSTICE

Monday, April 2, 2018

12:00-1:30 p.m.

Brown Bag Lunch 1, Room 3310, Student Union

“Communities in Action: Interdependent Justice-Making”

Facilitator: *Terry Glenn Lilley*, Women’s, Gender, and Sexuality Studies

Panel Members: (1) *Barb Pollack*, Community Advisor, 3 Rivers Scholar House, (2) *Andrea Hansen*, Director, Self Sufficiency Program, and Community Outreach Coordinator, Women’s, Gender, and Sexuality Studies, and (3) *Hetti Brown*, Executive Director, Couleecap, Inc.

For many in our community, economic inequality creates challenges in meeting basic needs and creating future stability and options. Whether it is a single parent trying to secure affordable housing, a non-traditional, first-generation student attempting to navigate their way through college, someone struggling with food security, or an unemployed individual looking for work- people often find themselves in need of help. Participants in this session will learn about three programs that work with individuals facing some of these challenges; the 3 Rivers Scholar House, the Self Sufficiency Program, and Couleecap, Inc. Each of these programs highlight the power of interdependent communities and exemplify that justice is as much a process as it is a goal. Participants in this session will also learn about ways that they can get involved and how we can all come together to help others claim their education, their dreams, and their integrity.

2:30-3:45 p.m.

Room 3310, Student Union

“Stories from People, Stories from Trees: Empowering Anishinaabe Identity and Reclaiming Traditional Land Use Through the Rings of Trees”

Evan Larson, University of Wisconsin-Platteville

Wilderness as a wild place untouched by people is an aging notion with imperialistic implications, yet the more complete understanding of how human have been, and continue to be, an integrated part of Earth’s biological and physical systems is emerging with tremendous implications for the conceptualization of nature in wilderness management. This presentation will merge traditional ecological knowledge with 400 years of tree-ring data describing fire history and land use to explore the meaning of wilderness in the Boundary Waters Canoe Area Wilderness and Quetico Provincial Park and show how science is helping empower indigenous cultures in guiding the future of federally protected landscapes.

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4:00-5:30 p.m.

Research Session 1: Language, Leadership, and Social Justice, Centennial 2201

1. (De)humanizing Latin@ Child Immigrants in United States Spanish- and English-language Print Media, *Megan Strom*, Department of Global Cultures and Languages (Spanish)

Between Fall 2013 and Summer 2014, approximately 90,000 unaccompanied Latin@ child immigrants arrived to the United States southwest border. The majority of these children endured rape, beatings, and psychological trauma on their journey to the United States (Torres, 2014). While many studies have demonstrated the discriminatory ways the mainstream media represent adult Latin@ immigrants (cf. Santa Ana, 2002, 2013; Strom & Alcock, 2017), we know little about how mainstream and alternative media can(not) promote more ethical and humane representations of these children. This study constitutes a critical linguistic analysis of the representation of unaccompanied Latin@ immigrant children in 90 English- and 30 Spanish-language print news articles published in 2014 in the United States. The objectives of this study are to shed light on how United States media represent child immigrants and to establish concrete actions to improve this representation. During this presentation, I argue that Critical Discourse Analysis is a useful tool for uncovering the discursive violation of human rights and for underscoring ways that we can advocate for discursive practices that affirm the humanity of all. I also argue that the English- and Spanish-language media create and perpetuate an inhumane discursive representation of unaccompanied Latin@ child immigrants.

2. Linguistic Human Rights: Preparing all Teachers to Work with English Learners, *Heather Linville*, Educational Studies and Director of TESOL

As the United States continues to be and become more multilingual, issues of language rights are in the forefront in many aspects of society, including in our schools. To effectively deal with the challenges inherent in educating a multilingual society, all teacher candidates need preparation to work with English learners (ELs). To this end, I created and teach a new course for Education majors and others interested in language issues in schools focused on ELs' linguistic and educational rights in schools and society: "Introduction to English Language Learners and EL Advocacy." In this session, I present initial findings from a study of students' pre- and post-course awareness of and attitudes towards social justice for ELs, specifically as related to their education and the linguistic rights of language minority students and their parents.

3. Latinx Student Leadership in the Post-Election Era, *Adele Lozano and Paige Kieler*, Student Affairs Administration

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Latinx students, like other minoritized groups at historically white universities, have had to navigate challenging environments in and out of the classroom since the 2016 presidential election. How are Latinx undergraduate students experiencing and making meaning of their leadership development experiences in this post-election climate? The presenters will share preliminary findings from a qualitative study conducted at four different historically white institutions in the Midwest.

4:00-5:30 p.m.

Panel 1: Fashioning Justice: Using Fashion to Explore Social Justice Issues, Centennial 3103

Terry Glenn Lilley and Students, Women's, Gender and Sexuality Studies

The inaugural offering of WGS 150: Introduction to Social Justice was taught in the Fall of 2017. This particular version of the course used fashion as an organizing topic and was designed to mirror UWL Fashion Week, a week-long exploration of social justice issues through the lens of fashion. Students in the Introduction to Social Justice course engaged with questions of how and why fashion is a topic worthy of academic consideration; individual, symbolic, and institutional inequality; and how justice-making strategies can be implemented through, and to, fashion that attends to inequality on each of these levels. This panel session will highlight student artifacts from the course, including original research and design, that speak to the intersection of fashion and social justice. This session will also offer general insights on using popular culture to engage students in social justice work, and include some lessons learned from the course and UWL Fashion Week.

4:00-5:30 p.m.

Roundtable 1: Graduate Student Research, Centennial 3106

1. Making Fraternity and Sorority Life a Tool for Social Change, *K Weinberg*, Student Affairs Administration

Fraternities and sororities have long been viewed as oppressive systems so deeply rooted in tradition that they are a lost cause when it comes to equity and inclusion. What if fraternities and sororities could be a tool for social change and not an obstacle? Fraternity & Sorority Life is rooted in elite membership and a loyal commitment to a set of values and standards. Shifting culture is no easy task. Fraternity & Sorority Life professionals have the capacity to dictate membership requirements of each individual member and each organization entirely. So why then aren't these requirements ones that advance social change and challenge these "elite" members to be community leaders in inclusion?

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2. Men, Masculinity, and Membership: The Intersection of Gender and Student Leadership, *Amber Schneider*, Student Affairs Administration

Gender identity and gender expression play an important role in the experiences of student leaders and their involvement during college. The ways that student leaders perform their gender in conjunction with their leadership style greatly affects the culture of their communities. How can cisgender men begin to understand their gender and reconcile it with their leadership style and roles? This session will examine issues related to cisgender men and masculinity in traditional student organizations, and explore how student leaders can create a culture of involvement that promotes gender-based inclusivity and equity.

3. LGBTQ+ Students in Housing and Residence Life, *Jalon Falconer and Trev Leeper*, Student Affairs Administration

For my graduate capstone, I plan to research Lesbian, Gay, Bisexual, Transgender, and Queer students' sense of belonging in Residence Life. The University of Wisconsin-La Crosse has a pretty substantial amount of students who identify within the LGBTQ+ community, which is clear because of high traffic at the Pride Center and Campus Climate. I plan to conduct interviews with students as well as complete a literature review. At the end of my Capstone, I am expected to write a proposal for a way to make change based on my research. I expect that my research will lead me to proposing a Gender Expansive Housing community in a Traditional Residence Hall. There is little literature on LGBTQ+ students in Housing so the research I will be doing will be fresh, but potentially beneficial to students at UWL.

5:30-7:00 p.m.

**Plenary Panel 1: What Ta-Nehisi Coates Says to Me,
Hall of Nations, Centennial 1300**

Facilitator: *Ron Malzer*, Psychology

Panelists: (1) *Kate Parker*, English, (2) *Richard Breaux*, Ethnic and Racial Studies, and (3) *Uttara Manohar*, Communication Studies

Ta-Nehisi Coates is a national correspondent for the Atlantic, and the recipient of a MacArthur Fellowship. His 2015 book *Between the World and Me* won the National Book Award in 2015; his 2017 book *We Were Eight Years in Power: An American Tragedy* continues his powerful portrait of America as seen through the eyes of an African-American man. This panel will involve members each reading, in rotation, a passage from one of these books, offering their personal reaction, and then interacting with other panel members and the audience to further elucidate learnings from, or critiques of, Coates' writing. The plan is to have three panel members, of diverse backgrounds, who will present a range of interpretations.

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7:30-9:00 p.m.

Plenary Speaker: Auditorium, Graff Main Hall

“Victim to Victor”

Vanessa McNeal, Director and Producer of “The Voiceless”

Many people experience horrific circumstances and feel defined by them.

How do you transition from a victim to a victor?

Vanessa shares her journey experiencing and navigating through child abuse, sexual violence and educational barriers. She was placed in a special classroom in elementary to catch up to her peers, but now she is a successful speaker, producer, and business owner. Discover how she was able to overcome by moving from a victim to a victor.

Sponsored by the Violence Prevention Office and the Pride Center

Tuesday, April 3, 2018

12:00-1:30 p.m.

Brown Bag Lunch 2, Room 3310, Student Union

Living and Learning: Examining Racial and Ethnic Biases
Joint Multicultural Affairs Committee (JMAC)

In light of the current political landscape and the continuing presence of racism in our state and country, it is incumbent upon our campus community to create spaces where students, faculty, and staff can engage in meaningful and healthy discourse. To that end, the purpose of this session is to provide a venue through which members of our campus community can share their stories and insights about racism to include personal biases and experiences. Members of the UWL Joint Multicultural Affairs Committee will provide a brief introduction to the topic of racism and will facilitate small group discussions. Learning objectives for this session are as follows: By the end of this session, participants will be able to: (a) share an example of a personal encounter with racial/ethnic bias (inside or outside campus), (b) identify the effects/impact of racism on the UWL campus community, and (c) identify at least three strategies for promoting a culture of racial and ethnic inclusivity at UWL.

4:00-5:30 p.m.

Roundtable 2: Undergraduate Student Research, Centennial 2201

1. White Perceptions of Black Social Movements, *Kyleigh Hall, Sociology*

Racial justice movements such as the Civil Rights Movement (CRM) and Black Lives Matter Movement (BLM) have historically been perceived as contentious by whites in American society. This study explores white perceptions of black social movements such as the Civil Rights Movement and Black Lives Matter movement utilizing survey research with a sample size of 4,000-6,000 UWL undergraduate students. Through an analysis of variables including police response, and social media, the collected data will explore how these factors influence white college students' perceptions. By using Eduardo Bonilla-Silva's frames of colorblind racism (abstract liberalism, naturalization, cultural racism, and minimization of race), I will examine how covert racism is still an underlying factor in the current 'post-racial society.'

2. The LGBTQ+ Experience in Cuba, *Demitra Weisbrod, Modern Languages*

This proposal seeks funds to complete a semester long research project called "The LGBTQ+ experience in Cuba" and to travel to Havana, Cuba, with Professor Omar Granados (UWL faculty-led program) from March 9-18, 2018. The project employs

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an interdisciplinary lens in Spanish, Latin American studies, Public Health and Community Health education to examine the social and political climate surrounding the LGBTQ+ community in contemporary Cuba. Through personal interaction with key informants, ethnographic observations, historical literary review and visits to Cuban public health and community organizations, this project will assess the social, political and health statuses with an emphasis on HIV/AIDS of members identifying with the LGBTQ+ community. This assessment will enhance our knowledge of a community that is not easily accessible to student researchers without physical travel to Cuba. This research project will better prepare me as a candidate for a post-grad career as a public health professional with a second degree in Latin-American studies and an emphasis in sexual health and LGBTQ+ studies.

3. The Influence of Socialization on Black Women within the Stress Process Model, *Sydney Yarbrough, Sociology*

Black women are often faced with experiences of racism and sexism throughout their lives, along with higher rates of income and poverty disparities. These stressors often lead to negative mental health outcomes. Along with the daily and chronic strains faced by black women, they are continually bombarded with socialization messages from within their communities and from mainstream culture. The socialization messages received from within black communities typically contradict the messages mainstream society sends such as negative portrayal and stereotypes of black women. The negative stereotypes of black women including the Mammy, the Sapphire, and the Jezebel (West 1995) as well as the “angry black woman” (Ashley, 2014) all influence how black women decide to portray themselves and their behaviors in order to distance themselves from these stereotypes. When managing and treating the stressors faced by black women, psychotherapy should consider how these contradicting socialization messages influence how mental health symptoms of black women transpire, which coping strategies they utilize, and the perception of these behaviors.

4:00-5:30 p.m.

Diversity Dialogues Session 1, Centennial 3103

Planting SEEDS: Using Peer Education to Create Change
*Migdaila Simpson, Jori Given, Isaiah Thomas, Karter Etchin, Sam Strooza,
Sophia Juame, Aprajita Singh, Mackenzie Lee, Hannah Asiyambi, Katheryn Horne,
Macy Ramos, Becky Hawkins and Jess Nussbaum*

The struggle to create conversations about social justice can difficult to start. Students Educating & Embracing Diversity (SEEDs) are a peer education co-advised program (Residence Life and Campus Climate) designed to increase awareness, knowledge, and empathy for social justice. This panel will discuss the challenges,

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opportunities, and experiences of the SEEDs. The students will discuss their journey to apply, participate and provide peer education to their peers across campus.

Sponsored by Campus Climate and the Office of Diversity and Inclusion

4:00-5:30 p.m.

Social Justice Activism 1, Centennial 3106

Civil Rights Pilgrimage: Creative Transformative Experiences Through Travel
Richard Breaux, Ethnic and Racial Studies, and
Antoiwana Williams, Office of Multicultural Student Services

This session will provide an overview of the Civil Rights Pilgrimage – a 10-day immersion experience focused on the Civil Rights Movement sponsored by UW-Eau Claire. The experience of 20 UWL faculty, staff, and students who participated in this educational experience during January 2018 will be shared. Details on what the trip entails, the collaboration with UW-Eau Claire, and the overall student experience will be highlighted. Plans for implementing a UWL-specific trip experience (or multiple experiences) will be discussed and feedback will be solicited.

7:00-8:30 p.m.

Plenary Speakers: The Bluffs, Student Union

“Products of a Revolution”
Gwen Brown and Ronald Smith, President and Director of Something New

Gwen and Ronald both have individual stories that challenged systematic racism, sexism and violence long before they started their journey together. Their lives are a daily fight for social justice because of the work they do and the loving interracial relationship they represent. Gwen and Ronald met in Selma Alabama (Ronald’s birth place) in 2007, after Gwen came on a Civil Rights tour of the south and never left. They connected in the work for social change and plowed in the fields of injustice for years in Selma. They faced violence, hatred and death threats from many individuals and even hate groups. The Southern Poverty Law Center did an article on them that in some ways reflected the same mindset of hate from the 1960’s Civil Rights movement. Gwen and Ronald gladly serve people from all walks of life in the fight for social change. The kind of change that represents and demonstrates equality and equity for all religions, ethnicities, sexualities, citizens, non-citizens and genders. Gwen and Ronald now speak, teach and train people all across the country how to challenge and change the negative narrative in themselves and in others.

Sponsored by the Intercultural Organization Promoting Awareness

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12:00-1:30 p.m.

Brown Bag Lunch 3, Room 3310, Student Union

What it Feels Like to be Imprisoned: Handcuffed, Being a Number,
and Other Fond Memories of Being 'Dehumanized'

Frank Kroncke, Viterbo University

This talk will cover the disconnect between protesting and being imprisoned, the intersections of race and the criminal justice system, and the dehumanization that occurs in the prison system.

2:00-3:30 p.m.

Room 3314, Student Union

The State of the System: An Open Forum

*Sponsored by United Academic Professionals of UW-L (AFT Local #6502),
Continuing Education and Extension, UWL Faculty Senate, UWL Student Association,
and the Department of Political Science and Public Administration*

An open question and answer forum on matters concerning the UW System, including restructuring, freedom of speech, state budget allocations, job security, tuition, and more. Invited panelists include representatives from the state legislature, a restructured campus, UW-L student government, UW-L administration, and System administration. Moderated by Prof. Emeritus Joe Heim.

4:00-5:30 p.m.

Social Justice Activism 2: White Social Justice Accomplice Development: An Emerging Model, Centennial 2201

Jake Dyer and Jörg Vianden, Student Affairs Administration

This workshop engages two connected truths: One, White students, staff, faculty, and their institutions maintain White supremacy. Two, effectively reaching and challenging White students, faculty, and staff influences how we begin to dismantle systems of oppression. To this end, this workshop first engages participants interactively in exploring and co-constructing a visual representation of an informal theory of White social justice accomplice development. Here, participants draw on their own development and experiences as actors in racial and gendered systems. Second, we will share an emerging empirical model of social justice accomplice development specific to heterosexual White college men. Participants will compare and critique the models they co-created with the model we present. The outcomes

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from the workshop will be to foster White collective consciousness around issues of social justice, and how educators can activate responsibility in Whites to become accomplices in creating more socially just campuses and communities

4:00-5:30 p.m.

Roundtable 3, Literature and Social Justice, Centennial 3103

Susan Crutchfield, Kelly Sultzbach, and Students, English

How do fiction, poetry, and film support and enact social justice work? Literature scholar Paula Moya argues that “literature is one of the key sites in which the social order can be imaginatively examined and reshaped” and that literature can help combat racism because it “has the potential to move people emotionally by activating structures of identification and empathy toward others not like themselves.” Poems by Muriel Rukeyser and Tracey K. Smith that document the deadly consequences of two separate cases of corporate injustice similarly illuminate these tragedies on an emotional register that highlights their social justice implications in a way the legal evidence leaves out. On the other hand, the Vietnamese double-agent who narrates Viet Thanh Nguyen’s novel *The Sympathizer* warns that “not to own the means of representation is [itself] a kind of death. For if we are represented by others, might they not, one day, hose our deaths off memory’s laminated floor?” This roundtable discussion begins with brief presentations on works taught in various English literature and theory courses, such as those above, and then opens up for discussion among the audience and the panelists.

4:00-5:30 p.m.

Diversity Dialogues Session 2: Both/And: How Diversity and Inclusion Initiatives in Higher Education Uphold Systems of Oppression, Centennial 3106

Megan Pierce, Angela Birrittella, and Matthew Evensen, Residence Life

The University of Wisconsin La Crosse values diversity, inclusion and social justice. However, some of the programs and initiatives we implement do not fully uphold these values. Resources are eagerly distributed to programs that teach marginalized students survival strategies within an oppressive system while consistently leaving programs that work to change oppressive systems underfunded or nonexistent. This session will promote a Both/And approach. Using current UWL programs and initiatives, the presenters will show how they are BOTH valuable AND maintain systems of oppression by encouraging marginalized folks to assimilate or otherwise navigate an oppressive system. These programs are important

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AND still, an equal amount of resources needs to be used to dismantle systemic oppression.

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 1300

Kate Ebert, Wellness and Health Advocacy, and Panelists

Student Life: Wellness and Health Advocacy, Mental Health Promotion Task Force, and Active Minds are collaborating to bring *Stomp Out Stigma: Mental Health Dialogues* back to UWL for the third 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 advocate for those who are struggling with their 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 conditions from depression, anxiety, and suicidal ideation and attempts, to disordered eating, body image struggles, addiction, and posttraumatic stress disorder, 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 what has helped them along their journey. Counselors from the Counseling and Testing Center will also be at the event. 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. This year's event will include discussion around self-care and resiliency.

7:30-9:00 p.m.

Plenary Speaker: Auditorium, Graff Main Hall

"Native Appropriations, Indigenous Social Media, and Responding to Racism"
Dr. Adrienne Keene, Assistant Professor at Brown University

This presentation also covers cultural appropriation and stereotyping, but pulls in more of the personal story behind Native Appropriations, and the journey of thinking about the blog as a space to challenge racism, and understanding the blog as a space for "consenting to learn in public." I cover the 4 "C"s of the blog: Critical Lens, Contemporary Issues, Community, and Counter-narratives, and the ways each of these play out in the space of Native Appropriations. I also discuss and provide practical advice about handling the deluge of hate mail that can accompany being a

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woman of color on the internet, and the power of the space to create real change, as well as how a blog can work alongside an academic career path.

Sponsored by the Office of Residence Life

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12:00-1:30 p.m.

**Brown Bag Lunch 4, Room 3310, Student Union
(presentation will begin at 12:30)**

Historical Perspectives on Reproductive Justice
Jodi Vandenberg-Daves, Women's, Gender and Sexuality Studies

Contemporary feminist understanding of reproductive justice encompasses “(1) the right not to have a child, (2) the right to have a child, and (3) the right to parent children in safe and health environments.” These rights have never been secure for any population of female-bodied people, but have been the least obtainable for those with the fewest resources. This presentation will provide a brief overview of how changing and variable (by social position) definitions of the maternal body in U.S. history have contributed to modern movements to demand reproductive justice. It will also consider how women have--often quietly, but sometimes more forcefully and visibly-- defied the patriarchal notions of their bodies as “made for motherhood” by making their own reproductive choices. Their motivations connected both to a sense of bodily ownership and also to a keen awareness of wanting to parent successfully in environments that were safe and healthy for all involved. Collectively, those choices have resulted in important demographic transitions in American history and corresponding new opportunities for women. They have also contributed to an ever-recurring politics of reproduction that continues to be a defining feature of struggles for gender equality, racial justice, and related social justice imperatives.

4:00-5:30 p.m.

Social Justice Activism 3, Centennial 2201

1. Teaching Hmong History and Culture Through a Young Adult Verse Novel: Insights from Middle School Teachers on Their Teaching of Mai Chao's "Gathering Fireflies," *Emily Mootz and Jim Carlson, Educational Studies*

In this discussion, participants will learn about the experiences of local middle school teachers who have been teaching a verse novel written by a local author and UW-La Crosse alumni, Mai Chao. In the fall of 2017, we surveyed and interviewed local middle school teachers in the Coulee Region about their experiences teaching a young adult verse novel written by the local author. Mai Chao's verse novel, *Gathering Fireflies*, offers young adult readers with a compelling, multi-voiced, complex story of the Hmong people's history, culture, and experiences. In particular, *Gathering Fireflies* conveys the story of 12-year-old Kashia as he begins work on a National History Day project. The theme of this year's project is *Conflict and Compromise*, and Kashia decides to learn more about the conflicts and compromises

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of his grandparents on their journeys from their homeland, to a refugee camp in Thailand, and eventually, to the United States. We highlight some of the key themes that emerged out of and across the teachers' stories about the impact of the book on them personally, as well as the book's impact on their students' reading lives. In their reflections, teachers highlight the book's importance for providing students with opportunities to converse and dialogue on the topics and intersections of race, class, gender, culture, immigration, history, and current events. In addition to gaining an overview of the book, participants will learn about some of the unique lessons planned and implemented at the various sites where the book was taught (e.g., rural, urban). Resources and activities that may be useful in planning learning around big ideas, such as immigration, identity, and crossing borders will be shared.

2. Revolutionary Ethics for Revolutionary Communities, *Kevin Hundt*, Undergraduate Student at UWL

"Revolutionary communities" are built the same way as all communities-through interactions over time. The constitution of a community is found in the nature of these interactions. Therefore, to build revolutionary communities, our interactions themselves have to embody "revolutionary" principles as much as possible. The presenter will draw on both theory and his experiences in a variety of radical communities over the past decade to talk about principles and practices building "revolutionary communities" through: (1) "Revolutionary ethics" sketching a principled foundation of how we should interact with each other as individuals and society in everyday life and why these principles are critical, and (2) "Consensus" as a decision-making process based on these ethics, what is necessary to make it work, and how it has been misapplied.

3. An Analysis of Hate and Bias Response Data to Support Critical Pedagogy and Inclusive Teaching Practices, *Roi Kawai*, Education Studies

Since the 2006/2007 school year, the UWL Campus Climate office has collected data on hate and bias incidents on campus. Hate and bias incident reports, as documentation of "Any non-criminal act motivated, in whole or in part, by the victim's actual or perceived race, religion, ethnic background, sexual orientation, gender identity/expression, disability, or nationality" ("What is Hate and Bias Incident?", 2017, para 1), provide insight into the prejudicial and/or hateful incidents that students, staff, and faculty experience on campus based on their identities. In the past four years, trends across the data indicate that most reported hate and bias incidents happen in the residence halls, and the second most frequent location for such incidents is within the *academic classroom*. Such incidents occur largely occur in interactions between instructors and students. In this presentation, I will provide an analysis of the hate and bias response incident reports that take place within an academic classroom. I will examine all of the hate and bias reports from 2006 – 2017, find emergent patterns and themes across the data, and develop a research presentation and recommendations that informing culturally relevant and anti-bias teaching practices for academic faculty members

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across campus and content. The guiding questions of the research study will be: *How does hate and bias manifest in academic classrooms at UWL? What are the implications for question #1 for pedagogy and andragogy across UWL?*

4:00-5:30 p.m.

Roundtable 4, Adventure Education and Social Justice, Centennial 3103

Rafael Ramirez, Kate Evans, and Matt Mauer, Exercise and Sport Science

Join this group of adventure educators who will share what Adventure Education (AE) has to offer in the context of social justice (community building in the K-12 classroom, working with students at risk, minority groups, female empowerment, etc.) We will start by introducing what experiential-based adventure education is followed by how AE is used by different practitioners and in various settings to address issues of social justice. Stories and best practices will be shared with participants as well as resources available on campus.

4:00-5:30 p.m.

Interactive Session: Collective Community Engagement and Responsibility for Teacher Candidates, Centennial 3106

Scott Baker, Katherine Aleff, Ali Brefka, Rachel Biermann, Jack Firer, and Elizabeth Greene, Education Studies

A school outlines the daily routine of life for most young people, providing objectives and a place to accomplish them. A classroom encompasses the ideas and knowledge every participant brings and is a place for discussion and learning. A teacher helps students use knowledge to discover who they are and how they fit in the world, along with the tools to shape the future. Thus, to build a successful community, the school, the classroom, and the individual teacher must unite to create a public sphere where all students can thrive. In this interactive session TC's will explore various issues regarding the complex relationships of a school, its students, and the community through activities which discuss what community means to an educator, explore outside influences that shape a community, demonstrate how individuals can participate in local communities, and provide teambuilding activities that grow a classroom community.

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5:30-7:00 p.m.

**Workshop: The Importance of Peace and Grass Roots Organizing,
Centennial 1300**

Sponsored by Students for a Free Tibet

This workshop will focus on the importance of a peaceful and grassroots movement and how to make an impact in your local community. Attendees can expect a brief history of Tibet and how it got to where it is today as well as the grassroots organizing we do to spread the word across communities

7:00-8:30 p.m.

Plenary Speaker: Centennial, 1400

“Challenges for First-Generation College Students in College”

Dr. Annette Lareau, Stanley I. Sheerr Professor at the University of Pennsylvania

More young people enroll in college today than before. Yet, in addition to academic preparation, college students need cultural knowledge to navigate college. Drawing on in-depth interviews with college students at two private universities, we show that “first-generation students” (i.e., students whose parents never graduated from college) often have important skills for navigating life. But the first-gen students also report that they do not know crucial information and strategies for managing their college experiences – particularly when they encounter obstacles. These feelings of bewilderment surface for African American, Asian American, and white students. At the same time, first-generation students observe peers from upper-middle-class homes getting help from their parents to guide them through college. The results suggest an important pathway through which social class continues to have an important impact on students’ life chances.

Sponsored by the Sociology Club and the Department of Sociology

Friday, April 6, 2018

12:00-1:30 p.m.

Brown Bag Lunch 5, Room 3310, Student Union

“Social Media Activism and The Black Lives Matter Movement:
Building Revolutionary Communities”

*Charles Martin-Stanley, College of Liberal Studies, and
Charles Martin-Stanley II, University of Iowa*

Social media platforms continue to grow and Americans spend more and more time on them. They have become a necessary tool for 21st-century social movements as they pursue their goals. Social media plays a critical role in social justice movements like Black Lives Matter. It has been well documented that Facebook, Twitter, Instagram, and Google have shaped recent social revolutions across the globe, including those in Europe, Egypt, and the United States. This paper will explore how social media activism has been used to advance the social justice goals of the Black Lives Movement and empower the Black community to resist racial oppression in all of its manifestations. The paper will also provide a framework for building revolutionary communities using social media to advance a social justice agenda.

1:45-3:45 p.m.

Room 3314, Student Union

“Combatting the Demand for Sex Trafficking”
Terry Forliti, Executive Director of Breaking Free

This is a training session to teach strategies for combatting sex trafficking.

Sponsored by the La Crosse Task Force to End Modern Slavery

7:30-8:30 p.m.

**Social Justice Concert: We Can Mend the Sky
Annett Recital Hall, Center for the Arts**

UWL Concert Choir

The relationship between music and social justice can be traced back for centuries. Renaissance composers wrote of being underappreciated by royalty, Beethoven’s 9th Symphony pleads for “All men to become brothers,” and, of course, the rich history of the African-American spiritual. Over the past decade there has been an even greater increase in output with hope to foster compassion through 21st century

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choral music. The UW-L Concert Choir is pleased to be giving a concert to close Social Justice Week using the power of music to shed light on these issues with hope for unity and understanding. The Concert Choir will be presenting a program titled, "We Can Mend the Sky" featuring works of unity, justice, and love. The program will include works by Haitian, South African, German, and American composers touching subjects including cultural understanding, suicide prevention, and togetherness. The concert will open with the anthem of the Civil Rights Movement, "We Shall Overcome" and close with a powerful and uplifting piece using the text of a 14-year old immigrant from Somalia, "If we come together, we can mend a crack in the sky." We hope to see you for this evening of music which assures to be inspiring, moving, and hopeful for social justice in our world.

9:00-10:00 p.m.

Performance: Entertainment Café, Lower Level, Student Union

G. Yamazawa, Social Justice Rapper, Poet, and Comedian

Asian Student Organization presents G Yamazawa, an incredible performer who relentlessly challenges the American perspective of race, culture, and the phenomena of the human condition through poetry and rap.

Sponsored by the Asian Student Organization