

**Teach-in 2016 Sessions**  
**Sessions on Allendale Campus**

**8:30 - 9:45 AM (KC 2250)**

**From Majority to Minority: Coming to Grand Valley State University**

Kate Stoetznier (staff), Rodney Avutia (undergraduate student), Chanwool Park (undergraduate student), Jaimie Bejerano (undergraduate student)

Current GVSU international students will share their perspectives and perceptions of studying and living at GVSU. For many international students, their time in the US is the first time that they are being identified as a minority student. International students prepare for their studies in the US primarily by preparing for the academic challenges. For many, how they will be perceived by people here doesn't occur to them. The immediate confrontation of race, culture, and ethnicity can be a significant challenge for international students. Their experiences of adjusting to the US Culture and representing their culture, country, and continent will be discussed. Additionally, the students will address the challenges that they have faced in navigating the racial and ethnic landscape, as majority students living as minorities at GVSU.

*Panel Discussion.*

**8:30 - 9:45 AM (KC 2263)**

**Prevention & Education: What You Can Do in Addressing Gender Based Violence**

Ashley Schulte (staff), Malayna Hasmanis (undergraduate student), Annie Livingston (undergraduate student)

This session will review some of the current best practices that students can utilize to be active in addressing gender based violence. Participants will leave with tools, including an overview of bystander intervention, so they can have a positive and proactive way to engage with the work being done on campus to minimize gender based violence, including stalking, sexual assault, and dating/domestic violence. *Workshop.*

**8:30 -9:45 AM (KC 2266)**

**Check Your Privilege! Centering Our Sisters and Brothers**

Michelle Jokisch Polo (graduate student), Danielle Starkey (undergraduate student)

This session will address ways we ALL have privilege and power and how we can utilize this to center oppressed voices on our campus. The bodies and lives we are born into comes with certain privileges and when we consider one another's plight we need to learn to acknowledge one's own inherent privileges and put them aside to understand our sisters' and brothers' situation. Because there are aspects of who we are individuals that society values over others-- all of us carry privilege of some kind, and unknowingly we have certain advantages of others. This presentation will provide tangible ways to help us check our privilege and fight against homophobia, transphobia, sexism and racism. *Engaged pedagogy.*

**8:30 - 9:45 AM (KC 2270)**

**"be nice" GV!**

Sue Sloop (staff), Christy Buck (community member), Terrell Couch (undergraduate student)

Suicidal behavior is a major cause of death in the United States; nationally suicide is the 2nd leading cause of death among college students. Few recognize students and individuals live with these thoughts and issues of mental health daily. To understand suicide one must understand the possible risk factors, signs, and actions associated with depression, stress, and anxiety. This Teach-In looks to introduce the "be nice" model of recognition as a way to: 1) Learn the signs and symptoms. 2) Take steps to face the issues associated with depression, stress, and anxiety. 3) Discover how you can Notice, Invite, Challenge, and Empower our fellow students and colleagues. We all joke, "He's so bipolar," or "this makes me want to kill myself," but Mental Health is not a joke. Together let's learn how to notice, invite, challenge, and empower to become a be nice community. *Presentation with workshop components.*

**Teach-in 2016 Sessions**  
**Sessions on Allendale Campus**

**10:00 - 11:15 AM (KC 2250)**

**Stepping off the Platform: How We Perpetuate Prejudice**

Michael Bruce (community member), Natalie Gallagher (community member), Delando Davis-Wright (undergraduate student)

Racism and prejudice prevail in our society today. It's automatic, hidden, resistant and binding. For many it is often deep down in a place we often don't want to go. No matter how well-meaning we are or how open minded racism is operating, even without our knowledge. Other than the prevalence of media and propaganda which propel prejudice, there yet remains distance between the privileged class and minority groups, even unintentional and often in the form as microinvalidations. Millennial College students and society today constantly demand protections from words and ideas they either do not like or are controversial. This form of political correctness is unhealthy for education and mental health. It is disastrous to any real changes as it allows misconceptions to form and provides a platform to avoid having those difficult conversations. This Teach-in experience hopes to foster those difficult conversations by looking at ways political correctness and microinvalidations exist in various levels of society such as: from the media, social networks, institutions and individuals- and ultimately how it effects coexistence, prosperity, equality, and lastly achieving real change. We will look at common ways microinvalidation occurs even without intent and how rigid language also invalidates those experiences with racism and prejudice. Students will be engaged through sharing their experience, thoughts and reflect on a series of thoughts, scenarios, and questions such as: Is it possible that I might unintentionally say something that might be perceived as invalidating by people of color or others who face prejudice? Can I take an honest inventory of my unintentional microinvalidations, if the person of color confronts me? What is my go-to defense? Can I be open to the impact of my words, expressing interest and caring how my actions have been perceived? Can I simply say: "I wasn't aware my words or actions hurt you. Tell me more so I can learn." *Engaged pedagogies.*

**10:00 - 11:15 AM (KC 2263)**

**Appropriation vs. Appreciation in Religious Contexts**

Katie Gordon (staff), Derek Zuverink (undergraduate student), Shelby Bruseloff (undergraduate student)

During this session, we aim to explore the line between appreciation and appropriation in faith-based contexts, as well as examine interfaith literacy as a vehicle for appreciation. We intend to educate the community that appropriation is one of the manifestations of power and privilege where appreciation can help build understanding between the diverse communities represented at Grand Valley. Our goal is to engage students in healthy dialogue, and provide resources so our campus can have conversation about shared values across religious and nonreligious traditions through active engagement. *Roundtable*

**10:00 - 11:15 AM (KC 2266)**

**Understanding the Significance of Stereotype Threat**

Kathy Coffey (faculty), Rebecca Lash (undergraduate student), Joshua Stump (undergraduate student)

This session will explore stereotype threat as a potential barrier to engagement and as a cause of underperformance, particularly for minority and female learners in mathematics. Fortunately, simply having an awareness that stereotype threat exists is one method that has been identified as a way to reduce its effects. Therefore, our primary goal for this interactive workshop is to bring awareness about stereotype threat to both students and faculty. We will present some of the work of Claude Steele and others related to what stereotype threat is and is not, who is affected, its effect on student achievement, health, and the resulting impact on academic and career paths for many students, particularly those who are female and/or identify with any minority group. Finally, we will explore a variety of methods for reducing stereotype threat that can be used by both faculty and students, including affirmations, "wise feedback", and cultivating a growth mindset. As future elementary teachers, MTH 221 students will share their experiences and we will provide an extensive list of resources for participants. This session will be a combination workshop and discussion. *Workshop.*

**Teach-in 2016 Sessions**  
**Sessions on Allendale Campus**

<b>11:30 AM - 12:45 PM (KC 2250)</b>
<b>Navigating Uncomfortable Space: The importance of Space and Race</b>
Sharalle Arnold (staff), Allison Montaie (staff), Carolyn McLean (graduate student), Wendy McFarland (graduate student), Tiffany Steele (graduate student)
This session will explore how students from different backgrounds can share and enjoy shared spaces. This session will discuss the importance of addressing race and culture when navigating a shared academic, residential, or common space on a college campus. We will specifically address the following: 1. The importance of recognizing race for students (specifically students of color) 2. How space affects a student's sense of belonging, comfort, and retention 3. How to move from tolerance to understanding when sharing space This session will open up with a 10 minute discussion about the well hidden topic of "race and it's influences on development and comfort" for students. There will be a 15 minute theory based presentation on race and space. This session will also include group activities and self-reflection on how participants share space with other students culturally similar to them and students culturally different from them. <i>Presentation with engaged pedagogy.</i>

<b>11:30 AM - 12:45 PM (KC 2263)</b>
<b>Introducing Inclusion in the Elementary Classroom</b>
Scott Stabler (faculty), Brittany Roberts (graduate student), Zach Korienek (graduate student), Alexa Forgette (undergraduate student)
If we think of teaching cultural issues as a way to make sure curriculum includes accurate information about the topics of race, gender, sexuality, class etc., we move away from teaching half-truths to our students and focus instead on teaching basic American values like justice, freedom and equality. The demographics of America are changing. By introducing inclusivity in the elementary classroom we can take steps toward increasing student knowledge in the areas of cultural awareness, micro aggressions and intercultural awareness. First, a lesson on Christopher Columbus serves as a way of introducing multiple perspectives of history, and shows the world Columbus "found" was not "new" to millions of indigenous people. Second we will demonstrate how to incorporate current events into the elementary classroom. This will allow students to understand the relevance of events, especially around inclusion and equity. Events such as the recent protests at the University of Missouri relate directly to our objective. Finally, using pop culture such as comics, graphic novels, political cartoons and videos serve as excellent vessels for teaching issues such as racism, sexism, and other inequalities. These form sensitive issues in the elementary classroom that are difficult to engage. We will demonstrate methods and implementation strategies that begin the discussion. <i>Engaged pedagogies with discussion.</i>

<b>11:30 AM - 12:45 PM (KC 2266)</b>
<b>Black English in the Writing Center</b>
Lindsay Ellis (faculty), Patrick Johnson (staff), Colleen Brice (faculty), Amy Masko (faculty), with student writing consultants LaSean Madden, Teresa Williams and Daulton Selke
In this session, writing center consultants and faculty will discuss our commitments to value linguistic diversity and to empower all writers. We will then facilitate an honest conversation about African American English within an employment culture that values a narrow understanding of Edited Standard American English. Specifically, undergraduates and faculty will discuss the Resolution passed by the National Council of Teachers of English (1974/2014) that affirmed students' right to their own patterns and varieties of language -- the dialects of their nurture or whatever dialects in which they find their own identity and style. We will explore the importance of cultural and linguistic variation; and the panel will ask to hear the experiences of students receiving feedback on their writing from professors and employers. Undergraduate consultants will discuss the role and practices of the writing center in assisting writers whose dialects differ from their professors', asking when to celebrate, when to revise, and when to edit sentences toward a standard that erases cultural identity markers. <i>Workshop.</i>

**Teach-in 2016 Sessions**  
**Sessions on Allendale Campus**

<b>1:00 - 2:15 PM (KC 2250)</b>
<b>The Power of Storytelling: Building Inclusive Communities</b>
Colleen Bailey (staff), Beth Thimmesch (staff), Brandie Tenney (staff), Takeelia Garrett (staff), Sultan Hubbard (undergraduate student)
Participants will utilize the “storytelling” framework by Dr. Greg Tanka to guide discussion on their personal history and how it impacts their understanding of culture and the lives of the people they interact with. This session will explore the Tanaka theoretical framework and demonstrate how each of us comes with a “back story”. Though the history and experiences may be different we can all find some commonalities in the development of our university communities. Through discussion and sharing of personal experiences participants will take away new ideas about the connections we share and how to connect with people within our communities bridge these experiences in and out of the classroom. <i>Presentation and Discussion.</i>

<b>1:00 - 2:15 PM (KC 2263)</b>
<b>The Privilege of Physical Ability Status at GVSU</b>
Karen Gipson (faculty), Chandler McBride (undergraduate student), Charles Pazdernik (faculty), Melba Velez Ortiz (faculty)
As discussed by Peggy McIntosh in her “Invisible Knapsack” work, privilege is an unearned asset, comparable to a invisible and weightless knapsack full of all sorts of helpful tools for navigating the environment. These tools include things such as a compass and maps, food and provisions, credit cards and blank checks. Anyone without such tools can see the advantages such an invisible knapsack of privilege offers, but the owner of the knapsack is unaware of carrying it. This session will discuss both obvious and subtle privileges of physical ability status at GVSU. Personal experiences from students and faculty with a variety of physical impairments (mobility, visual, auditory) will be shared, as well as the perspective of a health care practitioner. Q & A for the panelists will combine with interactive discussion of the privilege of physical ability both on and off campus, using lists modeled after the Invisible Knapsack work. <i>Panel with Q &amp; A.</i>

<b>1:00 - 2:15 PM (KC 2266)</b>
<b>Modern Racism: The Role of the Cultural Competency Continuum in Understanding Health Disparities and Health Inequity</b>
Claudia Leiras (faculty), Alisha Davis (faculty), Rachel Shilakes (undergraduate student)
This session will introduce attendees to the six phases of the cultural competency continuum: cultural destructiveness, cultural incapacity, cultural blindness, cultural pre-competence, cultural competence, and cultural proficiency. Each of the six phases will be explored with examples from health care to highlight how modern racism is impacting health disparities. Specific focus will be given to the social determinants of health at play within each of the six phases and how they contribute to health inequities. Attendees will be presented with different scenarios and work in small groups to identify which phase of the cultural competency continuum applies to each health care situation and its contribution to health inequalities. <i>Interactive presentation with facilitated discussion.</i>

<b>1:00 - 2:15 PM (KC 2270)</b>
<b>Racial Conflict in Today’s America</b>
Joel Wendland (faculty), Nikhil Watsa (undergraduate student), De’Chell Richards (undergraduate student)
Race has been a constant hot-topic in today’s culture. It roots itself in many societal happenings, but most importantly, is fundamental to one’s perspective and viewpoint. It deserves study, especially as society’s view on race has shifted in recent years. It also deserves conversation as it is a big part of how we shape society in the future. We want to talk about the status of racial viewpoints and barriers in today’s American culture and we want to speak about how to move towards equality in the future. With so much discussion happening in the news, social media, and personal interactions, it is important to understand the situation and to find your place within the picture of race that is painted by American culture. <i>Interactive Presentation.</i>

**Teach-in 2016 Sessions**  
**Sessions on Allendale Campus**

<b>2:30 - 3:45 PM (KC 2250)</b>
<b>Being Actually Autistic</b>
Jamie Owen-De Schryver (faculty), Holly Miller (undergraduate student), Olivia Sowa (undergraduate student), Arielle Perreault (undergraduate student)
Individuals with Autism Spectrum Disorder involved in STAAR-Students Towards Autism Advocacy and Respect will talk about their life experiences being autistic. Topics include explaining what Autism is and it's common characteristics, addressing misunderstood stereotypes and stigmas associated with ASD and having a Q&A discussion to answer any questions other members of the GVSU community might have pertaining to the topic of Autism. STAAR is an advocacy organization at GVSU supporting students with autism. This organization strives to advocate a positive perception of autism spectrum disorders at Grand Valley State University and the surrounding community. <i>Workshop.</i>

<b>2:30 - 3:45 PM (KC 2263)</b>
<b>Title IX: An Interactive Approach</b>
Mary deYoung (faculty), Theresa Rowland (staff), Michelle Jokisch Polo (graduate student)
Sexual assault is a crime, a local law enforcement issue. But when it happens on a public university campus, it also becomes a federal issue. Under Title IX, a comprehensive federal law that prohibits discrimination on the basis of sex, universities are charged with the responsibility of developing and implementing thorough, reliable and impartial policies and procedures for handling and remedying complaints brought to their attention. In the wake of growing national concerns about campus sexual assault more than a hundred universities, GVSU included, are facing scrutiny over just how well they are doing that. In this workshop we intend to talk with, rather than at, participants. Using an interactive case study approach, we will ask them to grapple with the profound complexity of so many of the sexual assault complaints that come to university attention. Issues such as consent, intoxication, reluctant witnesses, and credibility assessment in the absence of evidence, will be discussed and debated in the light of Title IX directives and guidances. The implications of the discussion for private lives, policy development and public perception will be highlighted. <i>Workshop.</i>

<b>2:30 - 3:45 PM (KC 2266)</b>
<b>What White Feminism Gets Wrong: Being Intentional about Intersectionality</b>
Sharalle Arnold (staff), Suzanne Herman (staff), Ashley McCarter (staff), Jennifer Palm (staff)
The Women's Commission and Positive Black Women (both faculty/staff Affinity Groups at GVSU) will lead a discussion about mainstream feminism and Black women are often ignored or excluded in the conversation (either intentionally or not). This session will address systems of oppression, and how all oppression is tied/linked together – we cannot erase one form of oppression (sexism) without also addressing others (racism as well as homophobia, ableism, and more). Intersectionality will be defined, along with action items for participants to be intentional about including ALL women within their own feminism. <i>Presentation, panel discussion.</i>

<b>2:30 - 3:45 PM (KC 2270)</b>
<b>Developing Cultural Competence</b>
Kate Stoetzner (staff), Tiffany Steele (graduate student), Jakia Fuller (graduate student)
The purpose of this session is to become aware of the work we need to do to develop cultural competence. Participants in this workshop will: 1. Define cultural competence 2. Honestly reflect on how discussing diversity makes us feel 3. Reflect on the identities in which we are most comfortable/uncomfortable 4. Explore and understand the path the cultural competence 5. Review action steps to continuously develop our cultural competence. This approach to discussing cultural competence will bring less discomfort and more understanding. Through discussion we will identify what is culture & how is different from “diversity”. With our working definitions of both culture and diversity we will discuss what cultural competence is and why we should care. The rest of the discussion will consist of activities about: Common Feelings When Engaging in Discussions About Racism and Membership in Dominant and Subordinated Groups. Both activities help participants normalize the fact that these conversations can be uncomfortable and that understanding how we are perceived by others helps us move closer to cultural competence. <i>Workshop.</i>

**Teach-in 2016 Sessions**  
**Sessions on Allendale Campus**

**4:00 - 5:15 PM (KC 2250)**

**Incomes Determine Outcomes: Systematic Barriers for Low Income Students in Higher Education**

Jessica Jennrich (staff), ReChard Peel (graduate student)

In this session we will use personal narrative, multi-media, and scholarly research to engage participants in thinking critically about low-income students. In addition to providing background information on who low income students are, and what challenges they face within a higher education setting, we will also offer suggestions for services as well as changes to campus culture that will allow for better meeting the needs of this student population. . This presentation will share resources regarding services currently available at Grand Valley as well as make recommendations for other campus enhancements for low-income students. Participants will be asked to think critically about the role that income plays in the experience of students and will potentially be inspired to action upon completion of this session. *Engaged pedagogy.*

**4:00 - 5:15 PM (KC 2263)**

**Do You See Me Now? The (Hyper)Visibility & Invisibility of Black Women**

Allison Montae (staff), Sharalle Arnold (staff), Deva Hull (undergraduate student)

The Angry Black Woman. The Jezebel. The Mammy. All stereotypes that have been historically used to define black women. How can a group with such pronounced visibility be also simultaneously rendered invisible by having their history, names, and lived experiences erased, removed, or simply ignored? In this session, the presenters will shed light on the complicated and contradictory ways in which Black Women experience daily life from the classroom to society at large. We will define hypervisibility and the erasure of black women, share a historical framework, and provide participants with strategies to identify, interrupt, and avoid perpetuating gross acts of harm through an intersectional lens. *Interactive Workshop.*

**4:00 - 5:15 PM (KC 2266)**

**Am I "Really" Ready to Come Back to School?**

Diane Kimoto Bonetti (faculty), Lorne Mulder (community member), Ariana Hernandez (undergraduate student)

No two traumatic brain injuries (TBIs) are alike, so it is up to the individual, their physicians, colleges, friends and family to discover what is the best course of action while one's mental and physical conditions experience continual change. Outcome-Driven Learning (ODL), although originally created to describe activities associated with public service, helps students and educators determine whether extra time, more concentrated attention, or a combination of both, are necessary ingredients for the daily activities of learning. ODL employs communication as the foundation for all change. The purpose behind every rehabilitation program rests upon the ability of individuals to vocalize personal needs. For example, TBI-affected persons must direct the implementation of their services and must also determine if, when, and how to disclose their challenges and to address employer/school concerns. Action learning emphasizes the mentor relationship where students learn from faculty and vice versa in determining real solutions for real problems. Personal development turns the process of communication inward where people seek and master the skills necessary to ensure a better future for themselves, hence employability with measurable impacts. *Interactive Roundtable.*

**4:00 - 5:15 PM (KC 2270)**

**Performative Allyship: Who Are You Here For?**

Marla Wick (staff), Scott Burden (graduate student), Laura Klinger (graduate student)

On and off college campuses, discussions surrounding the active oppression of historically marginalized groups have reached a high point. Many of these discussions take place on social media platforms. As a result of these highly visible conversations, the role of being an ally to these communities has come under scrutiny. What does it mean to be an ally? Does posting a Facebook status or re-tweeting an article constitute active allyship? This discussion-based workshop will complicate the idea of being an ally, particularly in the context of understanding allyship as actions rather than an identity. Using an intersectional framework, the presenters will explore the ideas of performative vs. active allyship and discuss how to move from allyship into solidarity. *Discussion-based workshop.*

**Teach-in 2016 Sessions**  
**Sessions on Allendale Campus**

<b>6:00 - 7:15 PM (KC 2250)</b>
<b>Navigating the Unknown: Supporting First Generation College Students</b>
MarcQus Wright (staff), Ariel Arnold (staff), Vanessa Ramirez (undergraduate student), Ja-Queshia Allen (graduate student), Hollie Nicholas (graduate student)
First generation college students make up 51% of all undergraduates or approximately 9.1 million students, yet they are less likely to graduate from colleges and universities than their non-first generation peers. Grand Valley State University has a large population of first generation college students. This percentage has hovered around 40%, approximately 9000 students. With this many students it is imperative that the university community understand the needs of these students. The TRIO Student Support Services program serves first generation college students. We use holistic advising approach to help students into and through college. Our approach helps to build cultural capital in our students to empower them with the ability to navigate and succeed in college. We hope to engage GVSU faculty, staff, and students in a fruitful discussion that will allow us to continue to improve on our program as well as share our techniques for others to use throughout the GVSU community. <i>Workshop.</i>

<b>6:00 - 7:15 PM (KC 2263)</b>
<b>Necessary Tensions: Freedom of Speech and the Bias Incident Protocol</b>
Takeelia Garrett (staff), Kumail Lassi (graduate student), Mackenzie Butler (undergraduate student), Brandon Fitzgerald (undergraduate student)
In this session, the presenters aim to breakdown the First Amendment rights of students and other persons at Grand Valley State University. The presenters will also explain the Bias Incident Protocol and how the two are related, focusing on what this means for students attending GVSU. In addition, the presenters will explain the purpose behind the Bias Incident Protocol and what it aims to accomplish. This issue is gaining attention across several campuses nationwide and we hope to provide this information so that our students, faculty, and staff understand this issue. <i>Presentation with discussion.</i>

<b>6:00 - 7:15 PM (KC 2266)</b>
<b>Black in America: A Life Sentence?</b>
Kimberly McKee (faculty) , Jose Rodriguez (graduate student)
This session aims to frame, contextualize, and facilitate a discussion centered on the dynamics of privilege, power and oppression in the United States prison structure. We will dive further into the topic of systemic racism, which seems to be the driving force behind the disproportionate incarceration of minorities in the United States. During this session, we will also discuss the ways in which people of color are negatively branded by society starting at an early age and how that public perception continues throughout their lifetime - This public perception that was amplified by the establishment of the War on Drugs in the 1970s. We will end the session by discussing the invisible inequalities that one must face after serving a prison sentence and the ways in which these inequalities hinder individuals from attaining a better life. <i>Engaged pedagogy / interactive discussion.</i>

<b>6:00 - 7:15 PM (KC 2215 - 2216)</b>
<b>Dismantling White Supremacy, Fighting for Racial Justice</b>
Marla Wick (staff) , Jeff Smith (community member), Rachel Blansett (undergraduate student)
In this workshop, participants will learn clear definitions of, and distinctions between, prejudice, discrimination, racism, and white supremacy. An examination of historical forms of white supremacy will be followed by discussions of how white supremacy flourishes in the US today. Participants will be able to identify how white privilege, cultural appropriation, and a white savior complex are all manifestations of white supremacy. In addition, we will explore what white supremacy looks like in West Michigan and then discuss/brainstorm ways to confront white supremacy in all of its forms. Facilitators include Rachael Blansett, a GVSU student and affiliate of the Milton E. Ford LGBT Resource Center, and Jeff Smith, a Change U facilitator and community organizer. <i>First half of workshop.</i>

**Teach-in 2016 Sessions**  
**Sessions on Allendale Campus**

<b>7:30 - 8:45 PM (KC 2250)</b>
<b>Black Faces White Spaces</b>
MarcQus Wright (staff), Marlene Kowalski-Braun (staff), V'Lecea Hunter (staff), BreAnna Pannell (graduate student), Darwin Perry (undergraduate student)
Across the country and the globe there are conversations taking place regarding race. Social unrest and uprisings are happening in communities and on college campuses. This session aims to have a mutually educational discussion exploring being Black on a historically white campus. This session will discuss microaggressions and how that leads to racial battle fatigue (RBF) in African Americans and other people of color. RBF develops much like combat fatigue in military personnel. Unlike typical occupational stress, racial battle fatigue is a response to the distressing mental/emotional conditions that result from facing racism daily (Smith, 2004). We will discuss ways to support faculty, staff, and students of color as well as discuss coping mechanisms for those affected. <i>Workshop and Roundtable.</i>

<b>7:30 - 8:45 PM (KC 2263)</b>
<b>Can you be a Superhero? Representations of Identity in Contemporary Films</b>
Danielle Leek (faculty), Lewis Stone (undergraduate student)
In a society where media is a part of everyday experiences it is important to reflect on the ways in which our consumption of film, TV, music and news shape our understanding of the world. This participatory session reveals the way that contemporary films such as The Avengers and The Dark Knight Trilogy weave together new American narratives about race, gender, and ethnicity. We'll explore the common characters developed in films and work together to craft a new super "hero/ine/em" that challenges the storylines now common in our post 9/11 psychology. Participants will leave empowered with new strategies to identify and resist dominant representations in film. <i>Engaged Pedagogy.</i>

<b>7:30 - 8:45 PM (KC 2266)</b>
<b>Introduction on Intersectionality</b>
Jazmine Williams (faculty), Shane McGoff (graduate student), Ella Fritzeimer (undergraduate student)
Introduction on Intersectionality is designed to facilitate discussion about the different identities that individuals have and how those identities and experiences surrounding those identities help shape an individual. <i>Group Activity and roundtable discussion.</i>

<b>7:30 - 8:45 PM (KC 2215 - 2216)</b>
<b>Dismantling White Supremacy, Fighting for Racial Justice</b>
Marla Wick (staff), Jeff Smith (community member), Rachel Blansett (undergraduate student)
In this workshop, participants will learn clear definitions of, and distinctions between, prejudice, discrimination, racism, and white supremacy. An examination of historical forms of white supremacy will be followed by discussions of how white supremacy flourishes in the US today. Participants will be able to identify how white privilege, cultural appropriation, and a white savior complex are all manifestations of white supremacy. In addition, we will explore what white supremacy looks like in West Michigan and then discuss/brainstorm ways to confront white supremacy in all of its forms. Facilitators include Rachael Blansett, a GVSU student and affiliate of the Milton E. Ford LGBT Resource Center, and Jeff Smith, a Change U facilitator and community organizer. <i>Second half of workshop.</i>

**Teach-in 2016 Sessions**  
**Sessions on Robert C. Pew Grand Rapids Campus**

<b>8:30 - 9:45 AM (Loosemore Auditorium)</b>
<b>Distorted US History and Contemporary Challenges for Native American Students</b>
Patricia Bolea (faculty), Simone Jonaitis (staff), Julia Mason (faculty), Kathleen VanderVeen (staff), Steven Naganashe Perry (community member), Hunter Genia, (community member), Kate Behrens (graduate student), Belinda Bardwell (graduate student)
This session will examine the impact of historical oppression for American Indians in Michigan, as well as remaining challenges in contemporary society. This discussion will examine the health, mental health, education outcomes resulting from historical trauma, and current practices aimed at prevention and traditional healing. Students and faculty who attend this session will have the opportunity to hear from Native students, faculty and staff working as allies with GVSU to create an inclusive supportive environment. <i>Interactive discussion.</i>

<b>10:00 - 11:15 AM (Loosemore Auditorium)</b>
<b>Social Capital and the Role of Race</b>
Shannon Wilson (faculty), Alisha Davis (faculty), Isaac Clark (graduate student), Lexxus Carter (graduate student)
This session will focus on the concept of social capital and its potential effects on students of color. The central premise of “social networks” is that networks have value- we will explore this concept, giving special emphasis to the benefits of trust and reciprocity. The concept of social capital is not new, dating back to the early 1900’s; however, its relevance is just as apparent today. On a campus where diversity is celebrated, it is important that staff and students are aware of the concept of social capital in an effort to be more mindful and intentional about relationship building. Participants will see first-hand how social capital can manifest as a distinct advantage to some, while widening the disparity gap for others. The session will conclude with dialogue on ways to expand thinking and action so that intentional network inclusion is achieved. <i>Workshop.</i>

<b>11:30 - 12:45 PM (Loosemore Auditorium)</b>
<b>Environmental Justice: What Is It and How Can I Help?</b>
Jacquelynn Martin (faculty), Melissa Reilly (undergraduate student)
This session will answer these questions, bringing to light the disproportionate environmental (in)justice experienced by local, national and international populations. We will explore how privilege extends farther than we might realize to also include access to clean and safe environments, something many of us (in the U.S. and within our own communities) take for granted. In this interactive session, we will consider recent case studies to highlight incidents of environmental (in)justice occurring in our own backyard. <i>Engaged/Interactive presentation and group discussion.</i>

<b>1:00 - 2:15 PM (Loosemore Auditorium)</b>
<b>Stop &amp; Frisk, Racial Profiling, and the U.S. Constitution</b>
Nakoi Kanaboshi (faculty), Patrick Gerkin (faculty), Ayris Gonzalez (graduate student)
It has been often pointed out that people in minority / ethnic groups are more likely to be stopped by police for questioning and possible pat-down search. This has happened despite the U.S. Constitution’s ban on racial and other discriminations. This session explores why racial profiling occurs, why it has persisted, and potential solutions. We also analyze recent court rulings that declared racial profiling in New York and Arizona unconstitutional. <i>Engaged pedagogies.</i>

## Teach-in 2016 Sessions

### Sessions on Robert C. Pew Grand Rapids Campus

<b>2:30 - 3:45 PM (Loosemore Auditorium)</b>
<b>Interfacing with Students with Autism Spectrum Disorder: A Campus Collaboration</b>
Leijhi Koval (staff), Shontaye Witcher (staff), Jason Osborne (staff), Elizabeth Chase (graduate student), Brittanica Schreurs (graduate student)
With the increasing number of students diagnosed on the Autism Spectrum, it is important to be knowledgeable about the uniqueness of the disorder and how it will impact all students inside as well as outside of the classroom. Social interaction for students with ASD can be very challenging. The goal of this presentation will be to convey information to faculty, staff, and students on typical characteristics and behaviors students with ASD may display. Suggestions are offered on how to interact with students with ASD so that all students will be well informed about their classmates. This knowledge leads to a successful academic journey in regards to inclusivity and making the college experience a rich learning environment. <i>Presentation.</i>
<b>4:00 - 5:15 PM (Loosemore Auditorium)</b>
<b>Power Dynamics in Health Care and Disparity of Health Services</b>
Jennifer Friesema (faculty), Michelle Robinson (graduate student), Kerry MacDonald (graduate student), Jasmine Ward (graduate student), Jeffrey Cendejas (graduate student)
Access and use of quality health care services continue to be a barrier for a significant portion of the US population despite legislative efforts to reduce health disparities. This teach-in will present history and recent research of health inequalities and discuss the human and financial costs of health disparities in the United States. Student leaders will guide learning activities to assist participants' understanding of their own experiences with the power dynamics in health care. Interactive and proactive discussion groups will examine specific concerns for underserved populations. Participants will become better informed health care consumers and advocates for equality in the US health care system. <i>Roundtable and engaged pedagogies.</i>
<b>6:00 - 7:15 PM (Loosemore Auditorium)</b>
<b>Underrepresented Groups in Education: Male Teachers of Color</b>
Brian Johnson (faculty), Brandy Lovelady Mitchell (community member), Marc Mitchell (community member), Christopher Lovelady (community member), Charles Lovelady (graduate student)
Our panel discussion will highlight current collaborations in the Grand Rapids area that are seeking to increase male teachers of color and create a seamless pipeline between elementary, secondary, and post-secondary settings. In addition, panelists representing elementary through post-secondary settings will share experiences that have motivated them to enter the education profession and recruit teachers of color. <i>Panel Discussion.</i>