



# 2017 Teach-In

This teach-in, entitled Power, Privilege and Difficult Dialogues, has been planned for the purpose of mutual education among students, faculty and staff of the GVSU community and is intended to address topics related to inequality and systems of oppression, as well as social justice and liberation. Recognizing the multi-faceted dimensions of these topics, we are planning this teach-in as a daylong event. The learning objectives of Power, Privilege, and Difficult Dialogues are to raise awareness, inform, create dialogue, and document suggestions for action.

As part of this teach-in, we are asking all participants to consider the role they play in the learning process. As such, we have developed some basic ground rules to guide the day:

- Be aware of your own cultural identities in terms of values, beliefs, and privilege when speaking.
- Speak from your own experience instead of generalizing (“I” instead of “they,” “we,” and “you”).
- Allow multiple interpretations of others stories to arise, rather than sticking to your first interpretation, to ensure that you are not invalidating the experience of others.
- Listen actively and respect others when they are talking. Utilize the WAIT Framework and ask yourself “Why Am I Talking” as a way to think before you speak about the purpose of your comments.
- Respect others. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks; focus on ideas.
- Be safe and create safety for others through dialogue at all times.
- Attempt to avoid perpetrating micro-aggressions, and if accidentally committing one, trust that the person pointing this out to you is doing so to help everyone gain deeper understanding.
- The goal is not to agree; we hope everyone will walk away with a better understanding of one another and tools to communicate across difference.
- To maintain the spirit of safe dialogue, we ask that you refrain from using recording devices to capture images or conversations. This includes cameras, cell phones, and tape recorders.

On behalf of the University Academic Senate and Student Senate,

John Bender (CHM), Chair of University Academic Senate

Jonathan Bowman, President of Student Senate

This event is sponsored by  
University Academic Senate  
and the Student Senate

Thursday, November 9, 2017  
8:00 a.m. – 9:00 p.m.  
Kirkhof Center, Allendale Campus  
DeVos Center, Pew Grand Rapids Campus

[www.gvsu.edu/teach-in](http://www.gvsu.edu/teach-in)

# Teach-In 2017 Sessions

## Allendale Campus

All sessions on the Allendale Campus will be held in the Russel H. Kirkhof Center (KC)

<b>Art Exhibit Open All Day in the Exhibition Space of the Mary Idema Pew Library</b>
<b>Art is a Drag: The Library is Open</b>
Erin Fisher (staff) with Kaylee Britton (student), Rachel Britton (faculty), Gayle Schaub (faculty) & Jae Basiliere (faculty)
Art is a Drag: The Library is opening an exhibition that explores the intersection of drag performance and fine art. Come interact with drag queens and kings through illustration, fine art, and photography. The growing body of work by Grand Valley students Rachel Britton, a photography major, and Kaylee Britton, and illustration major, is on display in the Exhibition Space of the Mary Idema Pew Library November 4-30. Library resources exploring the intersections of drag culture, the LGBT+ community, social justice activism, and performance art will be available for visitors who wish to learn more. The exhibit is sponsored in part by Women, Gender, and Sexuality Studies and the Milton E. Ford LGBT Resource Center. <i>Exhibit.</i>

<b>8:30 – 9:45 a.m. 2263 Kirkhof</b>
<b>More than Interfaith, a Path Into the Tradition of Another</b>
<i>Brent Smith (faculty) with Abhi Ghosh (faculty), Rachel Gray (student) Mike Homrich (student), Sarah Murray (student), Sarah Nantel (student), Max Neeley (student) &amp; Christian Pelke</i>
Discussions among persons inside of different religious traditions are some of the most difficult because there may be no more common ground than the desire to have them. Religious Studies, the academic study of religion, offers ways to help understand human being, being religious, which can assist meaningful dialogue. <i>Engaged pedagogies involving faculty and student led presentation and discussion.</i>

<b>8:30 – 9:45 a.m. 2266 Kirkhof</b>
<b>Where Are We Now?: Mapping the Social and Political Landscape Navigated by LGBTQIA+ Communities</b>
<i>Marla Wick (staff) with Chelsea Ortiz (graduate student) &amp; Samm Martin (graduate student)</i>
The goal of this workshop is to engage in knowledge sharing around a general/specific topic: Where are we now? The landscape of contemporary politics is changing faster than most of us can track, particularly while engaged in the just-as-busy and complicated practice of living our own lives. At the same time, many of us feel a heightened sense of urgency to attend to what is happening on the local, state, and national level, and in particular to how shifts in policy and legislation impact marginalized communities. This workshop will focus on sharing out, disambiguating, and exploring information with a focus on how the LGBTQIA+ community has been impacted by this shifting contemporary landscape. Amidst all the buzz and conversation and debate, what actually has happened? Is marriage equality under threat? Did the Trump administration revoke a law letting transgender students use facilities in accordance with their identity? Can people be denied health care in Michigan for being gay or lesbian? What's this Nashville letter I keep hearing about? How might the repeal of DACA impact LGBTQIA+ dreamers? We hope to share information with participants about some of what has happened to the cultural and political landscape, and we hope to learn from participants as well. <i>Workshop/discussion.</i>

## Teach-In 2017 Sessions

<b>8:30 – 9:45 a.m. 2250 Kirkhof</b>
<b>Race and Racism Today: Misinformation and Myths</b>
<i>Russell Rhoads (faculty) with Michael Wroblewski (faculty), Chris Shaffer (faculty), Kristin Hedges (faculty), Mark Schwartz (faculty), Erin Thorpe (student) &amp; My-Uyen Tran (community member)</i>
This workshop invites participants to a conversation on the misinformation and myths that dominate current public perceptions on “race.” Anthropology has made significant contributions to understanding human variation and why “race” persists as a cultural idea with real (economic and political) consequences. A panel of anthropology faculty will address concepts of race and racism from biological, cultural, linguistic, and archeological perspectives, drawing on resources from the “Understanding Race After Charlottesville” of the American Anthropological Association. Joining the panel are students and a practitioner from the community with expertise on refugee issues. Participants will be invited to raise questions and share experiences of confronting the concepts of race and racism in educational and real-world contexts, in order to engage at greater depth on possible avenues for breaking down racial myths. <i>Panel/workshop/roundtable.</i>

<b>8:30 – 9:45 a.m. 2270 Kirkhof</b>
<b>Becoming Extinct: An Exploration of Ageism in Higher Education and the Community</b>
<i>Heather Wallace (faculty) with Malik Ahmad (student), Shelley Hill (student), Annie Kulik (student), Angie Bradford (student) &amp; Taylor Devota (student)</i>
The aging of the population is perhaps one of the most complex and far reaching phenomena of modern times. The demography of a large, growing, and older and aging population has implications for current and future generations in regard to social, cultural, economic, and political trends. It is not uncommon for Americans to highlight the challenges and difficulties of late life, let alone the burden of caring for people as they age. However, there are an array of less acknowledged benefits that may accompany individuals as they age as well as the larger communities in which they live. This session will include an inter-generational discussion and examination of real life examples of the experience of aging and ageism in higher education and the community. <i>Engaged pedagogy.</i>

<b>8:30 – 9:45 a.m. 2215/2216 Kirkhof</b>
<b>Food Justice IS Social Justice</b>
<i>Sharalle Arnold (staff) with Meagan Mullen (graduate student)</i>
Guided from a systems perspective, participants will be introduced to a food justice framework that offers a rudimentary look at the connection between social justice and food (in)justice. The session intends to move past offering assistance to hungry people and proposes examination of a flawed system of government (capitalism, agribusiness, production) that serves as the root cause of food insecurity. The presenters will use an intersectional approach when addressing the overall harm presented by this particular system of oppression and offer examination of how these systems of harm look/feel differently for various communities, especially on college campuses. This session hopes to provide insight to food insecurity and food injustice as a larger issue and how we at Grand Valley can create change. <i>Engaged pedagogies.</i>

## Teach-In 2017 Sessions

<b>8:30 – 9:45 a.m. 2259 Kirkhof</b>
<b>Confronting White Supremacy Through Consciousness Raising</b>
<i>Marlene Kowalski-Braun (staff) with Melissa Baker-Boosamra (staff), Kenya Shakir (graduate student) &amp; Kristen Sarniak (graduate student)</i>
This session will create a space to discuss white identity, white privilege, and oppression in both personal and institutional contexts, while introducing strategies to dismantle white supremacy. Our desire is for participants to grapple with the construction and salience of race, racism and white supremacy. Too often, folks who identify as white miss the significance, nuance and realities of the racialized society and world we live in. Discussion, video and activities will be used to illuminate these issues with the ultimate goal of highlighting what it means to be an ally. We believe that consciousness raising by white students, faculty and staff has the ability to be transformative not just for individual participants, but for the GVSU campus as a whole. <i>Roundtable.</i>

<b>10:00 – 11:15 a.m. 2215/2216 Kirkhof</b>
<b>Microaggressions: The New Racism on Campus</b>
<i>Connie Dang (staff) with Linda Nguyen (student), Kathy Bui (student), Hung Phan (student) &amp; Christine Huang (student)</i>
"Microaggressions are similar to carbon monoxide - 'invisible, but potentially lethal' - continuous exposure to these type of interactions 'can be a sort of death by a thousand cuts to the victim.' Dr. Derald Wing Sue
In this workshop we will examine the definition of microaggressions and provide some common everyday scenarios of intentional/unintentional hostile, derogatory, or negative racial slights towards Asian Americans. We will explore the manifestation of microaggressions and offer recommendations to address these incidents. <i>Workshop.</i>

<b>10:00 – 11:15 a.m. 2250 Kirkhof</b>
<b>Fake News, Real Law</b>
<i>Joshua Sheffer (faculty) with Blake Huddleston (student)</i>
Mass media and social media are constantly telling us what things mean, especially things related to the law. From misinformation about cases to confusion over the status of laws and policies in the wake of administration changes, it is important for people to know what "the law" really says, and its current status. The news has been full of changes regarding Title IX, Title VII, immigration, health care, and the President's tweets about transgender citizens in the military. What is the status of these issues, and what resources can people use to learn the true information and not just the latest talking-head approach to it? This session will involve a presentation, roundtable, and panel discussion of people's understanding of law and how we can find out what it really is, particularly in social justice areas involving gender, race, and LGBTQIA+ issues. <i>Roundtable, panel discussion, workshop.</i>

## Teach-In 2017 Sessions

<b>10:00 – 11:15 a.m. 2270 Kirkhof</b>
<b>A Critical Review of Title IX Policy and Guidance</b>
<i>Samm Martin (graduate student) with Theresa Rowland (staff)</i>
Title IX of the Education Amendments of 1972 is regarded as landmark legislation regarding discrimination in the United States. In the realm of education, Title IX mandates and promotes the inclusion of equitable treatment of all people regardless of sex. Although Title IX is applicable to a wide range of university functions, and does not only apply to female students, however Title IX guidance may not recognize all students. Research indicates that LGBTQ+ populations and populations of color experience higher rates of sexual assault and misconduct, yet report these experiences at lower rates. This session explores the extent of total inclusivity of Title IX, and offers a critique of its policy and guidance. After the exploration, facilitators will share implications, offer recommendations and suggestions for future considerations. <i>Workshop.</i>
<b>10:00 – 11:15 a.m. 2259 Kirkhof</b>
<b>Inclusive Practices for Culturally and Linguistic Populations in the U.S.A.</b>
<i>Rosemarie Starook (graduate student) with Pam Schwallier (community member)</i>
Discrimination and lack of deliberate acts of inclusion of linguistically and culturally different people affect not only interactions within the community but also have negative impacts on what students learn. Participants will learn how discrimination affects our schools and communities and gain an understanding of how racial inclusion benefits everyone involved. In addition, participants will learn practical, and action oriented strategies to make a positive difference in our classrooms, schools and communities to improve equity and inclusion. <i>Workshop.</i>
<b>10:00 – 11:15 a.m. 2266 Kirkhof</b>
<b>Crossing the Line</b>
<i>Takeelia Garrett (staff) with Austin Avison (student)</i>
This session will challenge you to face the decision of whether or not you will "cross the line." You will share parts of who you are (within your comfort zone) and you may learn some new information about those around you and maybe even yourself. We will also discuss what happens when a bias incident happens to you and what resources are available to you at GVSU. <i>Interactive workshop.</i>
<b>10:00 – 11:15 a.m. 2263 Kirkhof</b>
<b>Unpacking and Understanding Undocumented Immigration</b>
<i>Adriana Almanza (staff) with Andrew Schlewitz (faculty) &amp; Noemi Jimenez (student)</i>
A vast debate swirls around the topic of immigration to the United States. Unfortunately, the frustration many have with our immigration system has also caused some people to stereotype all immigrant populations. But where do stereotypes come from? This workshop will focus on facing some common misconceptions about immigrants as a group. By connecting stereotypes to myths and then dispelling those myths, attendees will confront the lies that are the foundation of bigotry toward immigrants and better understand undocumented immigration to the United States. <i>Interactive Workshop.</i>

## Teach-In 2017 Sessions

<b>11:30 a.m. – 12:45 p.m. 2215/2216 Kirkhof</b>
<b>Intentionally Studying Abroad</b>
<i>Terria Crank (graduate student) with Ayana Weekley (faculty)</i>
There are many privileges for students who are attending a university, college and higher education institution. One of the major privileges for students who are financially eligible while attending a higher education institution is having the option to study abroad. This session was inspired from my journey and adventures in South Africa this past summer. Based on my experiences in South Africa, it created the space for me to raise the discussion question of what is the importance of leading and creating an intentional study abroad program at a predominately white institution. Also, how will creating an intentional study abroad with specific learning outcomes effect students as global leaders? This session will be discussion based as we explore these questions. <i>Presentation &amp; Discussion.</i>
<b>11:30 a.m. – 12:45 p.m. 2266 Kirkhof</b>
<b>Having the Hard Conversation: Tools for Relationships that Promote Social Justice &amp; Inclusion</b>
<i>Matthew Delaney (staff), Jim Van Nada (staff), Becky Thompson (staff), &amp; Meagan Mullen (graduate student)</i>
This session will explore the power of relationships, especially of those where we care deeply and challenge directly, play in creating a sense of inclusion and belonging in social justice work. The session introduces a framework called "Radical Candor" as a tool for calling in and calling out. Intergroup Dialogue will also be discussed as a method for creating safe and structured conversation. Participants will discuss and apply the concepts shared. <i>Workshop.</i>
<b>11:30 a.m. – 12:45 p.m. 2270 Kirkhof</b>
<b>Racial Segregation and Racial Attitudes: Exploring the Connection</b>
<i>Joel Stillerman (faculty) with Margaret Worm (student)</i>
This interactive workshop lead by an instructor and a student will ask participants to reflect on their own experiences of residential segregation and integration. It then provides background on the policies that produced residential segregation and then asks students to consider how they understand segregation differently than they did at the beginning of the presentation. <i>Workshop.</i>
<b>11:30 a.m. – 12:45 p.m. 2263 Kirkhof</b>
<b>Persisting through the Culture Shock: Addressing the Needs of African American Female Students</b>
<i>Britney Underwood (graduate student) with Juanita Davis (faculty) &amp; Vanesha Blackburn (graduate student)</i>
Female students of color are often seen in higher education as not needing resources or attention because they are enrolling and graduating at higher rates than their male counterparts. Often, women of color experience feelings of isolation, and no sense of belongingness, while feeling they have no one, particularly female faculty of color, to turn to while in college. This session will equip African American female students with meaningful resources to assist with their academic and professional success. Two African American female graduate students, with diverse academic backgrounds (HBCU vs. PWI) will share their undergraduate, as well as current campus experience including culture shock, the process of sorting their feelings and persisting through culture shock, and some tips and connections to enhance the college experience of African American female students. <i>Engaged pedagogy, interactive discussion.</i>

## Teach-In 2017 Sessions

<b>11:30 a.m. – 12:45 p.m. 2250 Kirkhof</b>
<b>Fact vs. Fake: Defining "Fake News" and Learning to Spot It</b>
<i>Debbie Morrow (faculty) with Natalie Loewengruber (student) &amp; Ruth Ott (student)</i>
Untrue and non-factual information is nothing new. Human communication is complex and nuanced, and throughout human history the communication of facts, opinions, feelings, learning and lore has included the potential for misinformation and disinformation as well as truth. In our present environment, from the personal and local to the societal and global, we are grappling with the intensifying effects of the Internet and social media in altering how we know, what we think we know, and how we talk about what we know or believe. The popular shorthand today for what a person finds unbelievable or unacceptable is "fake news" -- a label that has exploded from the fringes of social media has become a common term in personal and media communications in little more than the last year. In this session, a Librarian and two of the Library's peer Research Consultants will present and lead discussion on some examples of "fake news" and non-factual information, and discuss strategies students can use to inspect and evaluate information sources. <i>Workshop/Discussion.</i>
<b>11:30 a.m. – 12:45 p.m. 2259 Kirkhof</b>
<b>Do you know whose land you're on? Modeling a Conversation on Indigenous-Settler Allyship</b>
<i>Andrea Riley-Mukavetz (faculty) with Sarah King (community member) &amp; Azfar Hussain (community member)</i>
Prompted by the recent campus discussions regarding Indigenous Peoples' Day, the facilitators will model how to have a conversation on the significance of Indigenous Peoples' Day for both settlers and indigenous people. As a way to hold up and foster these discussions, we will hold a talking circle for the audience to understand some practical and applicable ways they can advocate for Indigenous Peoples' Day in their communities. Ultimately, the audience will leave this session with understanding how they are all affected by colonialism and consider how they can form relationships and alliances with Indigenous Americans to create a social, just future. <i>Talking circle/engaged pedagogy.</i>
<b>1:00 – 2:15 p.m. 2215/2216 Kirkhof</b>
<b>Partly Cloudy with a Chance of Conflict</b>
<i>Shawn Bultsma (faculty) with Felix Ngassa (faculty), Lisa Surman Haight (staff), Teresa Salas (student) &amp; Blake Huddleston</i>
This session introduces constructs from the Theory of Work Adjustment (e.g., person traits, environmental factors, and satisfaction) along with ideas from "The Anatomy of Peace" (e.g., hearts at war and hearts at peace), published by The Arbinger Institute, to help participants consider how they might engage different adjustment styles to promote healthier, culturally responsive (using an intersectional paradigm) environments across campus. These presenters will share their experiences with both healthy and toxic work and learning environments. Participants will be invited to share some of their own experiences. After some brief information about the Theory of Work Adjustment and Anatomy of Peace, participants will have the opportunity to identify their own traits and use ideas shared in the session to identify steps that can be taken to improve campus climate for all. <i>Engaged pedagogies.</i>

## Teach-In 2017 Sessions

**1:00 – 2:15 p.m. 2263 Kirkhof**

**Indigenous Women are Sacred: Centering the Voices of Women in the Native Liberation Movement**

*Chantelle Cook (graduate student) with Tonisha Begay (staff)*

This session will explore the role of Indigenous woman/femme leaders in the Native Liberation Movement across the Americas. Native women navigate systems of oppression including state violence, religious violence, intra/intercultural patriarchy, capitalism, historical trauma and sexual violence. 1 in 3 Native women in the U.S. will be sexually assaulted in their lifetimes and experience domestic violence at rates 50 percent higher than any other group of women. We will identify practices, activists and movements that reclaim and protect spaces for Indigenous women in predominantly white institutions and in their own communities. The role of higher education as a tool for liberation and its barriers will be examined. *Engaged pedagogies.*

**1:00 – 2:15 p.m. 2250 Kirkhof**

**Unpacking Charlottesville: Discerning Facts & Exploring Perspectives**

*Saulo Ortiz (graduate student) with Takeelia Garrett (staff), Sharnell James (student), Lavar Green-Jackson (student) & Aly Phillips (student)*

In order to keep up with today's news, it is important to take time to seek out information and be intentional in doing so. Amidst various media sources, busyness, and varying levels of interest, it is often difficult to educate ourselves on today's controversial issues. This session will explore details of the Alt-Right protest at the University of Virginia on August 11, 2017 through a variety of media. Additionally, a group of panelists will share their perspectives on the issue. *Panel discussion.*

**1:00 – 2:15 p.m. 2259 Kirkhof**

**The University of Makana: Khulu Radebe's Social Justice and Political Education on Robben Island**

*Jeff Kelly Lowenstein (faculty) with Courtney Hartline (student)*

Born in South Africa's Alexandra Township, Khulu Radebe started fighting for freedom as a teenager during the 1976 student revolt against the nation's racist apartheid government. Radebe's activism landed him in the notorious Robben Island prison in the late 70s while still a teenager. It was there over the course of the next six years, that his social justice and political education deepened at the "University of Makana." (This was the name political prisoners gave to the rigorous, specifically-tailored and future-oriented training they received while on the island.) This roundtable session will talk about what Radebe learned while in prison -- a period when he was the same age as many Grand Valley students -- and how the education was delivered and what implications that experience can have for our community and country. The presenters will share what they have learned while working on a book about Radebe's life before having a group conversation. *Roundtable.*

**1:00 – 2:15 p.m. 2266 Kirkhof**

**Peer Education and Prevention Talks**

*Krystal Diel (graduate student) with Lauren Kavner (student)*

Peer Education and Prevention (P.E.P.) Talks is an interactive bystander intervention program. This workshop contains information about what it means to be an active bystander. Participants will be provided with skills they can utilize to intervene in situations in which sexual assault or harassment may occur. The program includes discussion on bystanders, rape culture, empathy building exercises, skill-building exercises, and a pledge to be an active bystander. *Workshop.*

## Teach-In 2017 Sessions

<b>2:30 – 3:45 p.m. 2270 Kirkhof</b>
<b>"Ew, That's Gross!" Myths, Stigmas, Taboos and Why Women's Health Conversations are so Messy</b>
<i>Jennifer Palm (staff) with Samantha Minnus (staff), Jenna Vainner (staff)</i>
<p>This will be an interactive discussion about the difficulties that surround conversations about menstruation. The presentation will include historical context for hygiene products as well as an international look at menstruation practices and products. Myths and misinformation about items related to menstruation will be discussed. Taboos and stigmas will be confronted and addressed. Participants will have the opportunity to engage in discussion, share lived experiences, and overcome internal barriers to talking about periods and period products. A broad overview of women's health care in the changing political landscape will be provided along with an intersectional look at access to menstrual hygiene products (noting issues of power and privilege). <i>Workshop.</i></p>
<b>2:30 – 3:45 p.m. 2259 Kirkhof</b>
<b>A Single Story: The Mother of All Evils</b>
<i>Takeelia Garrett (staff) with Talyce Murray (student)</i>
<p>We collectively explore "The Danger of a Single Story," what happens when complex human beings and situations are reduced to a single narrative. The goal is to give participants a simple, direct way to begin developing sensitivity to narrative and power, and the damaging impacts of a single story on individual and group interactions. <i>Watch TED Talk "The Danger of a Single Story" by Nigerian writer Chimamanda Adichie. Roundtable discussion.</i></p>
<b>2:30 – 3:45 p.m. 2266 Kirkhof</b>
<b>Loving in a Climate of Hostility... is a Revolutionary Act</b>
<i>Lisa Perhamus (faculty) with Darwin Harris (student)</i>
<p>In this dialogue-driven roundtable session, we will explore what it might take to love more fiercely than the hostility potentially surrounding people in a given moment. We will discuss the concept of love as a revolutionary act, especially in political times of violence, bigotry and contention. This session will also examine the role of questioning, as part of love and revolution, as resolving one question often yields more questions. Between hostility that seems to keep growing and questions that seem to keep emerging, it can feel difficult to keep loving or to even have the energy to love more deeply than the hostility of an absolute moment. As part of our discussion, we will discuss a quote from Grace Lee Boggs: "Loving your people and loving questions are, I believe, the two most important qualities that an individual needs today to help create the new kind of politics we need to bring about fundamental social change in our country. Even if the people of our respective communities or of our country are acting in ways that we believe are unworthy of human beings, we must still care enough for them so that their lives and ours, their questions and ours, become inseparable. At the same time, we must love the questions themselves and because every time we act on our convictions, we create new contradictions or new questions and for revolutionary social change (1985)." <i>Roundtable discussion.</i></p>
<b>2:30 – 3:45 p.m. 2215/2216 Kirkhof</b>
<b>Confederate Monuments: A Break Down</b>
<i>Aly Phillips (student) with Emily McKenna (student) &amp; Relando Thompkins-Jones (staff)</i>
<p>Confederate monuments have been in an on-going controversy in mainstream media for an extended period of time. It is often difficult to discern what is right in moments of subjection and emotion. This session will explore and deconstruct confederate monuments looking at multiple histories, symbols, and perspectives. Participants will have the opportunity to participate in discussion or listen to others share their thoughts. <i>Engaged Pedagogies.</i></p>

## Teach-In 2017 Sessions

<b>2:30 – 3:45 p.m. 2250 Kirkhof</b>
<b>PUSHED: Motivation Through Mentorship</b>
<i>V'Lecea Hunter (staff) with Tanisha Kuykendall (staff), Mike Jones (staff) &amp; Terria Crank (graduate student)</i>
Thinking about post-graduation opportunities? Not sure about what to do next? There is an unspoken truth about motivation and it is a driving factor that always pushes us to do more. Motivation is not always intrinsic, sometimes it comes outside of the individual through a mentor, friend, family member, and/or colleague. In this session, you will be exposed to multiple success stories through power of mentorships and motivation as it pertains to the recruitment and retention of graduation completion rates for students of color. <i>Workshop.</i>
<b>4:00 – 5:15 p.m. 2263 Kirkhof</b>
<b>Improving LGBTQ+ Inclusivity in Single-Gendered Greek Organizations</b>
<i>Brittany Sincox (student) with William Keen (graduate student)</i>
Since their creation in the mid 1800s, single-gendered Greek organizations have been a notable part of college campuses. As the LGBTQ+ rights movement became more prevalent, the presence of LGBTQ+ individuals in single-gendered Greek organizations grew as well. However, there is still much work to be done with improving inclusivity for LGBTQ+ individuals in Greek organizations through both external perceptions and internal actions. Through a community discussion led by two LGBTQ+ individuals in the GVSU Greek Community, participants will be able to share their own experiences and learn from the experiences of others, as well as voice their concerns to administrative members in the Greek Community to promote positive changes towards inclusivity. <i>Guided group discussion.</i>
<b>4:00 – 5:15 p.m. 2270 Kirkhof</b>
<b>Changing the Conversation from: What's wrong with you? to What happened to you?</b>
<i>Gwenden Dueker (faculty) with Natalie Fischer (student), Kristen Miller (student) &amp; Tylor Kistler (student)</i>
Trauma literally gets under a person's skin. Experiences of Adverse childhood experiences, historical trauma, prejudice, and hate affect the health/biology of GVSU community members. First, we will present information about how trauma affects brain development, health and social outcomes. Then we will discuss aspects of our social context (e.g. discrimination, socioeconomic issues, beliefs about parenting, etc.) that contribute to ongoing experiences of trauma in our society. Last we will work in groups to propose solutions for reducing the experiences of trauma in the GVSU community. <i>Workshop.</i>
<b>4:00 – 5:15 p.m. 2250 Kirkhof</b>
<b>Native in Vietnam: Native Americans Who Served</b>
<i>Steven Lipnicki (staff) with Steve Perry (community member), Tim Eernisse (staff), Mariano Avila (Staff) &amp; James Smither (Faculty)</i>
Approximately 42,000 soldiers identifying as American Indians, served in Southeast Asia during the Vietnam War. More than 90% of them volunteered. This timely session, just two days prior to Veterans Day, will feature watching a special episode of WGVU's Mutually Inclusive, partnered with Veterans Stories, to hear the stories of two natives who volunteered to serve in Vietnam. <i>Video and Panel discussion.</i>

## Teach-In 2017 Sessions

<b>4:00 – 5:15 p.m. 2259 Kirkhof</b>
<b>Mental Madness: The Unpacking of Black Mental Health</b>
<i>Sharnell James (student) with Chasity Bailey (faculty), Valarie James (community member)</i>
The purpose of this Teach-In is to inform individuals within the Grand Valley's community about Black Mental Health. This is an ongoing discussion within this particular community, and I think it will be beneficial to raise awareness on the effects of mental health illnesses. It's essential to discuss this now because most people deal with some form of mental health illnesses during their college career.
The additional speakers listed above are individuals that are active within Grand Rapids community and educated on Black Mental Health, and having them speak will allow students to gain a better understanding of this issue. <i>Roundtable and discussion.</i>

<b>4:00 – 5:15 p.m. 2215/2216 Kirkhof</b>
<b>GVSU Puerto Ricans Speak Out: Puerto Rico, Before and After Maria</b>
<i>John Bender (faculty) with Ricardo Zarkari (student), Melba Vélez Ortiz (faculty), Dennis Malaret (faculty) &amp; José Amorós (faculty)</i>
A simple Google news search of "Puerto Rico" and "Hurricane Maria" will instantly yield over 9,350,000 results. With so much national and international news coverage on the devastation caused by the hurricane on the island, a controversy over the speed and adequacy of the response of the U.S. government has ensued. All the while, the public is left making sense of the nature of the relationship between the U.S. and Puerto Rico, and the ruinous state of the island's infrastructure, economy, and population in the hurricane's wake. This panel will offer much needed context and personal stories from Puerto Ricans in the GVSU community in order to understand the special challenges facing the island. Personal experiences from students and faculty with relatives on the island will be shared. Q & A for the panelists will combine with interactive discussion of the human, economic, social, and political effects of Hurricane Maria on mainland and U.S. Puerto Ricans. <i>Panel with Q &amp; A.</i>

<b>4:00 – 5:15 p.m. 2266 Kirkhof</b>
<b>Language Discrimination at the Movies: The Social Meanings of Accents and Dialects</b>
<i>Kathryn Remlinger (faculty) Alicia Harley (student), Emily Heyburn (student) &amp; Samantha Huebler (student)</i>
This interactive presentation examines how the use of accents and dialects to develop characters in popular movies reinforces cultural stereotypes of nationality, ethnicity, race, gender, and sexuality. These characterizations present a fragmented and distorted view of identity, and are based on mainly negative stereotypes tied directly with language use of "the Other." For example, to be sexually attractive and available, a character is stereotypically beautiful, in other words, white or light skinned, heterosexual, and must sound like a white and middle-class American or British. This characterization, among others, systematically reinforces linguistic and social discrimination. <i>Interactive presentation.</i>

<b>6:00 – 7:15 p.m. 2215/2216 Kirkhof</b>
<b>Teaching and Learning an Area of Resegregation</b>
<i>Jennifer Stewart (faculty) with Irma Ramirez (graduate student), Vauwn Nghiem-Olson (student), Jorgen Reberg (student) &amp; Angel Bista (student)</i>
This workshop of faculty and student panelists will examine social network composition and demographic opportunities that shape individual social networks for teaching and learning implications in a predominately white institution. Topics to be discussed include microaggressions and stereotype threat, concepts which will be illustrated through personal experiences. This session will offer ways to combat the effects of segregation and unconscious bias on teaching and learning in a liberal arts institution. <i>Workshop and panel discussion.</i>

# Teach-In 2017 Sessions

**6:00 – 7:15 p.m. 2270 Kirkhof**

**It's not Nature VERSUS Nurture: Taking a Critical Look at "Genetic" Explanations of Human Behavior**

*Gwenden Dueker (faculty) with Courtney Jones (faculty), Kayla Malackowski (student) & Alexis Nagle (student)*

The idea of genetic differences between groups of people has historically been used as an excuse for many types of discrimination, but the idea of genetic determinism is not supported by science. First, we will present about how genes are actually related to human development and behavior and provide examples of how inaccurate understandings of genetics appear in reporting and political comments. Then we will facilitate discussions about a variety of social issues (e.g. economic policies, parenting practices, etc.) to identify how inaccurate understandings of genetics have affected our own and other people's thinking about these issues. *Workshop.*

**6:00 – 7:15 p.m. 2250 Kirkhof**

**Cracking the Gentrification Code**

*Aly Phillips (student) with Relando Thompkins-Jones (staff)*

Gentrification is a word used frequently in the media but is not always understood, or raises the question "and what can I do?" This session will explore gentrification by using multiple perspectives and philosophies to begin to unpack what Grand Valley's role may be in the gentrification of the Grand Rapids westside neighborhoods. Participants will have the opportunity to discuss, ask questions, and share in conversation. *Engaged pedagogies.*

**6:00 – 7:15 p.m. 2263 Kirkhof**

**Man Up: The Realities of Toxic Masculinity**

*Erika Perry (graduate student) with Santiago Gayton (staff)*

This session is focused on educating individuals on the complexities of toxic masculinity, its effects on young men and their environments, and what can be done to help men live healthier and authentic lives. Hegemonic masculinity is a looming social construct that immensely influences our world and the development of us all. At its core, masculinity conveys to males throughout their development that boys should avoid behaviors that are socially constructed as feminine, and that they must act in gender-appropriate ways. Boys are taught masculine norms that include the necessity to be physically and mentally tough, sexually aggressive, homophobic, and athletically superior, among other behaviors. This rigid and restrictive male gender role has created what experts in the field call "emotional illiteracy," which establishes a culture of cruelty among young boys. Research finds that college men that adhere closely to traditional masculine roles are more likely to experience alcohol use, depression, homophobia, perpetuation of sexual assault, and high representation at college conduct cases. Attending this session will educate individuals on the systemic societal issues surrounding toxic masculinity and its underlying causes. Additionally, we will discuss strategies to combat toxic masculinity and encourage men to live authentically. *Lecture with discussion.*

## Teach-In 2017 Sessions

<b>7:30 – 8:45 p.m. 2266 Kirkhof</b>
<b>The Calligraphy of Revolt: Understanding and Creating Poetry of Resistance</b>
<i>Eliza Ruffner (student) with Ashlyn Rowell (student) &amp; Karen Pezzetti (faculty)</i>
In this interactive workshop, participants will explore the use of poetry as a tool for social change. We will open the session by offering a few examples of ways that people from oppressed groups have used poetry and spoken word to reclaim language, challenge binaries, and critique the white-washed literary canon. Then, we will read, watch, and discuss a few examples of poems that take up some of the themes addressed in other Teach-In sessions. Finally, we will guide participants in creating and sharing poems of their own. We intend this workshop to serve as an opportunity to process and express the thoughts and emotions that might have been raised from participation in other Teach-Ins. We encourage participants to bring materials from the other Teach-In sessions they attended, as we will use some of these in the construction of our own poems. <i>Workshop.</i>

<b>7:30 – 8:45 p.m. 2250 Kirkhof</b>
<b>"I thought all immigrants were Mexican": An Exploration of Race and Ethnicity within the Immigrant Experience</b>
Irma Ramirez (graduate student) with Juan Mascorro (student), Amina Mohamed (graduate student), Chinyere Aririguzo (graduate student), Jorgen Reberg (student) & Lisa Perhamus (faculty)
This session will explore the racial and ethnic diversity found within the U.S. immigrant experience. A panel discussion will highlight the experiences of first- and second- generation immigrants from various racial and ethnic communities. This session will aim to address the following question: How do immigrant racial and ethnic identities impact immigration reform and other social justice initiatives? <i>Panel with Q&amp;A.</i>

<b>7:30 – 8:45 p.m. 2215/2216 Kirkhof</b>
<b>Iran Unmasked</b>
<i>Parmida Davarmanesh (student) with Chad Lingwood (faculty)</i>
When the average American hears the word "Iran," they automatically think of the 1979 hostage crisis, nuclear weapons, terrorism, and anti-westernism. Unfortunately, some Americans also believe that Iran is just a giant desert and that Iranians commute to work atop camels. Though Iran is one of the most discussed and controversial topics in politics (especially U.S. foreign relations), it is also one of the most misunderstood countries in the Middle East. In this session, presenters Ms. Parmida Davarmanesh, who is from Iran, and Dr. Chad Lingwood, a History professor who studied in Iran, share their views of Iran in ways that go beyond the simplistic and stereotypical depictions often found in mainstream news outlets and film. Given the power of the American media, and its privileged ability to shape public perceptions, the need for such a discussion is acute. The presentation therefore aims to illuminate the multi-faceted culture, politics, and history of Iran so that its audience gains new insights into the country, enabling audience-members to formulate their own educated opinions. <i>Lecture/discussion.</i>

## Teach-In 2017 Sessions

**7:30 – 8:45 p.m. 2270 Kirkhof**

**"Inequality, Intersections and Shared Spaces: Gender Identity, Race, Disability, and Class In and Out of the Classroom."**

*Rachel Peterson (faculty) with Joe Cadereau (student), Kelvin Cifuentes (student), Alita Reeneau (student) & Beau VanSolkema (student)*

Each of this panel's participants occupy different intersections of identities in their experiences as first-generation college students, at both the student and faculty level. The panelists will focus on their experiences with contending with ableism, racism, homophobia, transphobia, sexism and classism in the classroom and on-campus, as well as how they have challenged these structures of privilege.

The panelists and audience will discuss the struggle to be seen, heard and supported in an institution that inevitably embodies existing structures of privilege. Through dialogue with the audience, the panel will explore the potential for understanding, alliance and actions to further social justice for those who are multiply marginalized at GVSU. *Roundtable.*

**7:30 – 8:45 p.m. 2263 Kirkhof**

**Rethinking Our Words, Reshaping Their World: Transgender Inclusion at GVSU**

*Jen Hsu-Bishop (staff) with Eric Brink (student)*

According to the 2015 GVSU Campus Climate Survey 40% of transgender individuals reported personal experiences with at least one negative or hostile incident. Only 59% of transgender individuals reported feeling comfortable compared to 87% overall. Despite positive strides, transgender inclusion shortcomings in the classroom and around the GVSU campus continue to make many students feel unwelcome and serve as negative predictors of retention at the university. This session will bring both student and staff perspectives and provide general education on inclusive language and practices. Participants will also have the opportunity to practice these new or reviewed skills. Participants will gain practical strategies to promote a healthy and welcoming environment for transgender people and become familiar with resources provided by the Milton E. Ford LGBT Resource Center. *Presentation/workshop.*

# Teach-In 2017 Sessions

## Pew Campus

<b>10:00 – 11:15 a.m. 122E DEV- Loosemore Auditorium</b>
<b>The Problem of Linguistic Discrimination and What Faculty and Students Can Do About It</b>
<i>Melanie Rabine (staff) with Lindsay Ellis (faculty), Colleen Brice (faculty), Michael Wroblewski (faculty), Patrick Johnson (staff) &amp; Ben Sparks (student)</i>
<p>Grand Valley makes it a priority to celebrate diversity while instilling meaningful and transferable skills to all students (GVSU Values, 2016). These skills are meant to be keys to success, enriching students' lives after they leave our campus and become active members of a wider community. This goal, however, is at risk for many students at GVSU, specifically, those who speak and/or write a variety of English that differs from the Standard. Nonstandard varieties of English are rarely acknowledged, understood, or validated by the classroom. Furthermore, linguistic discrimination (LD) is an acceptable form of discrimination not discussed enough on college campuses, which makes it difficult for students to know when their language variety is under threat. If we do not address attitudes about beliefs about minority dialects, we may perpetuate dangerous expectations for students. Together, we aim to confront LD -- an invisible barrier to student success. Other forms of discrimination are easier to identify and are widely recognized as dangerous, but we are committed to confront LD in order to uphold GVSU's values.</p> <p>This Teach-In, facilitated by teachers, administrators, and mentors, will offer a foundational and introductory understanding of English as a language composed of many dialects. Then, around tables, our conversation will create a respectful space for sharing stories of discrimination, asking ourselves tough questions about the benefits of minority dialects, confronting discrimination, and becoming aware of our own perspectives on language at a university. <i>Workshop with roundtable discussions.</i></p>

<b>1:00 – 2:15 p.m. 122E DEV- Loosemore Auditorium</b>
<b>Ability Privilege at GVSU</b>
<i>Charles Pazdernik (faculty) with Melba Velez Ortiz (faculty) &amp; Chandler McBride (student)</i>
<p>As explained by Peggy McIntosh in her Invisible Knapsack work, privilege is an unearned asset, comparable to an invisible and weightless knapsack full 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 that 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. Q &amp; A for the panelists will be combined 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></p>

<b>2:30 – 3:45 p.m. 107C DEV- University Club</b>
<b>Confronting White Supremacy Through Consciousness Raising</b>
<i>Melissa Baker-Boosamra (staff) with Kenya Shakir (graduate student) &amp; Kristen Sarniak (graduate student)</i>
<p>This session will create a space to discuss white identity, white privilege, and oppression in both personal and institutional contexts, while introducing strategies to dismantle white supremacy. Our desire is for participants to grapple with the construction and salience of race, racism and white supremacy. Too often, folks who identify as white miss the significance, nuance and realities of the racialized society and world we live in. Discussion, video and activities will be used to illuminate these issues with the ultimate goal of highlighting what it means to be an ally. We believe that consciousness raising by white students, faculty and staff has the ability to be transformative not just for individual participants, but for the GVSU campus as a whole. <i>Roundtable.</i></p>

## Teach-In 2017 Sessions

<b>4:00 – 5:15 p.m. 122E DEV- Loosemore Auditorium</b>
<b>The Challenges and Benefits of Studying Abroad as a Student From An Underrepresented Population</b>
<i>Sherie Williams (faculty) with Brian Johnson (faculty), Amina Mohamed (graduate student) &amp; Thalia Vega (student)</i>
This panel session will highlight the journeys and experiences of the study abroad process from three distinct perspectives: two students from underrepresented populations who studied abroad, a faculty member who led the study abroad process, and a faculty member who served as a mentor to the students during and after the study abroad experiences. Participants will share what and how they learned from studying abroad, challenges and benefits that they faced, and their overall experiences studying abroad as students from underrepresented populations. <i>Panel Discussion.</i>

<b>4:00 – 5:15 p.m. 107C DEV- University Club</b>
<b>A Case Study: Minority Students Matter</b>
<i>Michael Scantlebury (faculty) with Nakaria Williams (student)</i>
Educate in order to aid in the recruitment, retention, support, and advancement of minority students in the hospitality industry. Build and maintain relationships between hospitality professionals and minority students in ways that encourage lifelong commitment to the organization. <i>Interactive workshop.</i>

<b>6:00 - 7:15 p.m. 122E DEV- Loosemore Auditorium</b>
<b>"I am my ancestor's wildest dreams": A Presentation on the Invisibility of Black Teachers in Schools</b>
<i>Amina Mohamed (graduate student) with Clementine Sikiri (student) &amp; Nagnon Diarrassouba (faculty)</i>
Although the racial demographics of teachers has diversified over time, it is not an accurate representation of the student population found across public schools in America. In the 2011-2012 school year, 82% of public school teachers were white in contrast to 24% being Black and 8% Hispanic (U.S. Department of Education). This session will explore the history behind these staggering statistics and offer explanations on its impact on the performance of students of color in the classroom. The presenters will draw from their experiences as Black immigrants who are teachers and students. They will also offer solutions on how institutions can attract more diverse teachers into the education field and ways to retain them throughout their careers. Participants will leave recognizing the importance of reforming classroom and school policies so they are more conducive for students and teachers of color. <i>Engaged Pedagogy.</i>

<b>6:00 – 7:15 p.m. 107C DEV- University Club</b>
<b>Micro Aggressions on a College Campus</b>
<i>Britney Underwood (graduate student) with Amy Harman (student) &amp; Lorenza Garofalo (student)</i>
Many students are exposed to micro aggressions knowingly or unknowingly on campus, in classrooms, and in their communities. Students on the wrong end of micro aggressions can experience incidents such as someone asking them “what are you?” when their race is not easily identifiable or assuming they aren’t from America because of their image. Students who use micro aggressions may not even be aware of it. Through this engaged discussion, this session will help individuals understand what micro aggressions are, how to identify and how face them and ways to eliminate the use of micro aggressions. <i>Engaged Pedagogy, Interactive Discussion.</i>

## Teach-In 2017 Sessions

<b>7:30 – 8:45 p.m. 122E DEV- Loosemore Auditorium</b>
<b>Enhancing the Fields of Public Service: Let's Remove Some of Those Taken-For-Granted Assumptions Embedded Within Our Communications</b>
Diane Kimoto Bonetti (faculty) with Phoebe Risk (student), Heather Kehoe (student), & James Bonetti (community member)
The fields of public service (e.g., public/nonprofit/health administration, social work, criminal justice, and hospitality/tourism) can be enhanced by removing some of the taken-for-granted assumptions hidden within personal styles of communication. The goal of the workshop is to share ideas as to how individuals might make subtle changes in their interactions which would result in enriched exchanges with clients from various backgrounds and cultures. <i>Roundtable.</i>

<b>7:30 – 8:45 p.m. 107C DEV- University Club</b>
<b>Linguistic Diversity Inside the Post-Secondary Classroom</b>
Will Rankinen (faculty) & Wyatt Hawkins (student), Olivia Lawson (student) & Taylor Neuhaus (student)
Language is a rich and dynamic tool for communication as well as self-expression. However, at the same time, it can also be used to perpetuate inequality, marginalization and discord. In the post-secondary classroom, our use of language (and our attitudes about it) can create unsafe spaces for students and faculty. While perhaps unintentional at times, these situations are experienced as microaggressions against certain language uses or attitudes about a specific linguistic group (i.e., often intertwined with racism, classism, sexism, xenophobia). Perhaps, as a student, you were called out for dangling a preposition or told that the word ask is pronounced ah-sk instead of ah-ks, or as a faculty member, you received poor evaluations because of how you talked rather than how the content was delivered. By gaining a better appreciation of linguistic diversity of our students, faculty and peers, we can begin to develop strategies against using the linguistic differences between us as a divisive tool. <i>Workshop.</i>