

# 2019 Teach-In Schedule

All sessions on Wednesday, November 6 will be held in the L. William Seidman Center on the Pew Campus

## 1:00 – 1:45 p.m. Seidman Hall – Forum A

### **Unpacking white identity: Moving beyond defensiveness**

*Lisa Perhamus (faculty) with Maddie Creutz (faculty), Marlene Kowalski-Braun (staff), Alex Murarescu (student)*

What does it mean to have whiteness as a predominate part of your identity? What is “white fragility” and how does it show up in people’s everyday lives? This session explores how people who identify as white can work toward accountability as an ally in addressing issues of race-based oppression. Together, we will unpack the concept of white fragility as we engage in conversation around deepening anti-racist commitments. *Workshop.*

## 1:00 - 1:45 p.m. Seidman Hall – Forum B

### **Perpetuating Microaggressions Through Media's Influential Lens**

*Claudia Leiras (faculty) with Alisha Davis (faculty), Gabrielle Green (student) and Haley Woodrick (student)*

Microaggressions are subtle insults directed towards an individual or a group of people as a way to “put down” the targeted individual/group affect every interaction one experiences. These are often unconscious statements that affirm stereotypes and are commonly used by dominant/non-target groups to classify individuals in target groups. Often, individuals perpetrating microaggressions intend no insult/offense and tend to be unaware of the harm they are caused the targeted individual/group. This interactive session will explore how the media routinely use microaggressions to emphasize negative stereotypes and the impact this has on creating an uncivil society. Various experiential activities and discussions will occur throughout the session to reinforce the subject matter. *Interactive workshop.*

## 2:00 - 2:45 p.m. Seidman Hall – Forum A

### **You can study abroad, too!**

*Nykia Gaines (faculty) and Justin Pettibone (faculty) with Darvell Reid (student), Lavar Green-Jackson (student), Angelica Ellis (student), Mario Valentine (student) and Angela Harris (student)*

Why should I study abroad? My family doesn’t understand why I want to study in another country. Do students that look like me study abroad? These are common questions and statements expressed by many first-generation, low-income, and students of color on campuses across the country. In this session, we will provide students with an opportunity to learn more about the facts and benefits of studying abroad, explore the question of what it means to be an American, and hear about the unique experiences of first-generation Lakers and TRIO participants studying abroad in Chile during Spring 2019. *Panel discussion.*

**2:00 - 2:45 p.m.      Seidman Hall – Forum B**

**How Three Students and a Faculty Member Ended Up on the Front Page of USA Today**

*Jeff Kelly Lowenstein (faculty) with Allison Donahue (student) and Jamie Fleury (student)*

For 15 months three students and a Grand Valley professor collaborated with USA TODAY's national investigative team on an expose about the reverse mortgage industry. The resulting project has prompted a Congressional hearing, the proposal of two bills and federal policy change. The session will talk both about the substance of the project and the process of working together. *Presentation.*

**3:00 - 3:45 p.m.      Seidman Hall – Forum A**

**Avoiding the potential trap of the White Savior Complex while engaging in volunteerism, completing clinical placements, and service learning activities**

*Kristin Wiley (faculty) with Stephanie Buckholz (student)*

Many GVSU programs encourage and/or require students to engage in service learning projects, activism, and clinical or fieldwork placements with populations that are underserved / under-represented within their communities. Sometimes these activities take place locally, regionally, or internationally. Come learn what the White Savior Complex is and engage in discussion and activities regarding how to maximize learning and service opportunities to the benefit of all. *Engaged pedagogies.*

**3:00 - 3:45 p.m.      Seidman Hall – Forum B**

**Sunshine Laws: How to Use Your Voice**

*Jeff Kelly Lowenstein (faculty) with Eric-John Szczepaniak (student) and Samuel Jacobs (student)*

Sunshine laws shed a light on the inner workings of democracy. Join Student Senators and faculty to discuss the importance of the Open Meetings Act and the Freedom of Information Act and other laws that protect your right to influence decisions made by your government. Learn the history of how these laws were created and how they are applied today, including here at GVSU. *Presentation and discussion.*

**4:00 – 4:45 p.m.      Seidman Hall – Forum A**

**Student Veteran Challenges**

*Billy Wallace (faculty) with Madeline Casey (student)*

In this session we will talk about the unique challenges veterans face, and the even more unique challenges student veterans face. With most being non-traditional students at varying ages there are many challenges most people might not think of.

We will also touch on the struggles that female veterans deal with, not only on a student/university level, but potentially in their everyday life after separation. *Presentation and discussion.*

**4:00 – 4:45 p.m.      Seidman Hall – Forum B**

**Confronting the Bias in Nursing Education**

*Genevieve Elrod (faculty) with Anthony Jacobs (student), Kelli Damstra (student), Kristin Norton (staff), Mike Stoll (staff) and Deborah Clanton (community member)*

In educating each new generation of nurses, nursing schools have a notable role and tremendous responsibility in protecting and improving the health of our communities. But how is this achieved when there is covert discrimination lurking below the surface? In this presentation and discussion, panelists will highlight the tradition of systemic bias in nursing school admission policies and introduce the Kirkhof College of Nursing's new holistic admissions process to mitigate inequities in nursing education and ultimately, to acquire a diverse student body that is more representative of the populations that we serve. Hear the stories of those involved in these intentional efforts to improve inclusivity as well as the positive effects so far and the room for growth in the process. *Panel presentation.*

### **Dinner break between 4:45 and 6:00pm – No Presentations**

#### **6:00 – 6:45 p.m. Seidman Hall – Forum A**

##### **Nappy Glory: A pedagogy on the black woman's hair and the politics behind it.**

*Sughnen Yongo (student) with Tiana Hawver (student) and Courtney Miner (student)*

This session will aim to educate the general public on the symbolism of hair in the black community, and most specifically, black women's hair. For decades, how black women wear their hair has been notorious for the attention that it draws, the debates that it sparks, and the emotion that it triggers. The way black women wear their hair around the world has always been a unique phenomenon to many; a phenomenon that either attracts praise or fuels prejudice. This discussion will be highly interactive since elements of hair such as culture, heritage, texture, and other added elements will be discussed.

The purpose of this teach-in is to encourage social empathy, create awareness, and encourage members of the audience to embrace and respect elements of others--especially hair-- that may seem different from theirs. During this teach-in, all three presenters will give personal accounts of their experience with hair and how those experiences individually shaped their worldview. *Engaged pedagogy*

#### **6:00 – 6:45 p.m. Seidman Hall – Forum B**

##### **Intersectionality: The Identity Paradigm**

*Dami Olufosoye (student) with Diana Rutaremarara (student), Ally Kaza (student), and Kate Flores (student)*

The purpose of this presentation is to bring awareness to what intersectionality is and to discuss the benefits associated with embodying this concept. This presentation will engage in an open discussion on how to identify one's intersection and how to be aware of how privileges and oppressions affect people. Lastly, we will look at how the lack of understanding intersectionality affects different aspects of peoples' lives such as education, economic stability, work and school. The topics that will be touched on specifically are personal intersectionality, race and gender intersectionality in regard to pay gaps. Attendees will participate in different activities throughout the session in order to obtain a better idea of what intersectionality is. These activities will help them to physically identify their intersection and will help them assess how their different identities attribute to their oppressions and privileges within society. Lastly, participants will be equipped with tools on how to readily recognize and incorporate intersectionality in their

everyday life. The overall purpose is to show that our lived experiences are comprised of many different identities and all of these identities shape our interpersonal and intrapersonal encounters. Recognizing all of the different layers being intersectionality within our society allows us to better combat oppression and promote equity for ourselves and those who are underprivileged. *Workshop.*

**7:00 - 7:45 p.m. Seidman Hall – Forum A**

**ReACT! presents "Is it Me or is it Gaslighting?"**

*Alli Metz (faculty) with Rachel Moore (student), Andrew Leemon (student), Audrey Leederman (student), Alex Coy (student) and Liz Chase (staff)*

Domestic abuse is something that can happen anywhere to anyone. Emotional abuse, specifically, is a form of abuse that is hard to detect and at times is done on a subconscious level. Join ReACT! in a high energy and interactive workshop about gaslighting, a form of psychological manipulation or abuse. In this workshop peer theatre actors will educate our audience on the dangers of emotional and mental abuse and various perspectives related to this topic through scenes, role playing, and discussion activities. *Interactive workshop.*

**7:00 p.m. – 7:45 p.m. Seidman Hall - Forum B**

**The Dish on Food Access**

*Betsy Quakenbush (student) with Holly Mckinney (student), Bria Spraggins (student) and Jessica Cooney-Davis*

The Dish on Food Access covers the topic of food access and availability in the United States and, more specifically, in Grand Rapids, Michigan. We begin by setting the stage for the time together with an activity called “Pick a Food, Any Food”. This initial activity gets participants thinking about and talking about what food they consume, what influences their choices, and where their food comes from. Next, a personal story is shared concerning low income and access for students at a Grand Rapids school. To provide more detailed information about our topic through a variety of media, several videos will be dispersed throughout the first half of the presentation in order to cater to various learning styles. Definitions surrounding food access and availability will be explained and applied through group discussion. To make the data more applicable to Michigan and Grand Rapids, USDA interactive maps of hunger data within the U.S. and Michigan will be shown and discussed. We invite comments and questions from participants throughout the session in order to maintain engagement with the audience, as well as have participants complete and discuss a short poll regarding food topics. The session concludes with a brief description of additional related topics of interest that were not included in this particular session. A handout with resources is then provided to all participants with ideas for further action related to the topic. *Workshop.*

**8:00 - 8:45 p.m. Seidman Hall – Forum A**

**Let's Change the Story: Access to Sexual Health Care**

*Callie Zimmerman (student) with Nicole Wesorick (student), Vanya Manthena (student) and Sonal Mandale (student)*

This workshop is intended to be a “brave space” encouraging students, faculty, staff, and community members to participate in a dialogue about access to sexual health care and will be facilitated by graduate students from the Public Health program. This session will include local statistics and information on researched areas that were found to be prominent issues when trying to access sexual health care resources. We will concentrate on LGBTQIA, religion, men, and global perspectives. Sexual health care is a multifaceted topic and those who experience barriers

while accessing it differs for all communities. Scenarios and real-life stories which have been personally experienced by us will be shared along with individual and group activities for participants to ponder. Throughout the session participants are encouraged to discuss their own experiences or those of someone they know when accessing sexual health care resources as well as ask questions. Facilitators will provide calls to action which will provide tangible means for change. Resources will be provided that may assist to overcome local barriers when accessing sexual health care. The participants and facilitators will be encouraged to have conversations with one another, with the entire group, share their stories, experiences, and resources on accessing sexual health care in hopes to walk away feeling empowered and more knowledgeable on this topic. *Workshop.*

**All sessions on Thursday, November 7 will be held in the Russel H. Kirkhof Center on the Allendale Campus**

**8:30 – 9:45 a.m. 2215/16 KC**

**¡Ave Maria! Puerto Rico as a Case Study in Disaster Capitalism**

*Melba Velez-Ortiz (faculty) with Dennis Malaret (faculty) and John Bender (faculty), Fabian Vélez (student) and Ricardo Zarkani (student)*

Using Naomi Klein's new book on disaster capitalism, this panel will explore the economic, political, and cultural ramifications of the crisis brought on by Hurricane Maria in 2018. The impact of the hurricane on the island of Puerto Rico has been widely reported in the areas of infrastructure, health services, loss of life and an ongoing mass exodus to the United States as the island continues to struggle to recover from the devastating aftermath of the hurricane along with neglect of the US government and the Trump Administration to provide vital assistance.

As a contemporary exploitative phenomena, disaster capitalism, is premised on maximizing the investment opportunities and profits of foreign investors and economic entities following a natural disaster, particularly in geographically desirable locations and most insidiously in communities that have a history of colonialism and/or economic instability. Through this Teach-In GVSU community members will learn more about this predatory economic practice of global proportions and, importantly, will get an in-depth look at the lasting, debilitating, and unjust effects felt by the people of such targeted economic exploitation. *Panel presentation.*

**8:30 – 9:45 a.m. 2250 KC**

**Challenging Campus Rape Culture**

*Julie Kipp (faculty) with Jordyn Smith (student) and Danae Bush (student)*

As part of our coursework for the Introduction to Gender Studies course and with the assistance of our professor, Dr. Julie Kipp, we (Jordyn Smith and Danae Bush) would like to host a critical discussion of rape culture on college campuses. We are partnering with SAPAT (Sexual Assault

Preventative Action Team of Kent County) and the GVSU Counseling Center, and we are in the process of putting together a panel of survivors and experts/professionals who are working to prevent sexual assault and assist survivors. Each participant will offer a short presentation to open the event, followed by questions and discussion. Our primary goal is to help survivors to access the right resources, but we also want to give people the opportunity to share their stories. We want to empower people who have gone through a sexual assault to know that there is a way to recover and thrive again, and we also hope to spread awareness about violence on college campuses, in an effort to prevent assault and rape on our campus in the future. *Panel presentation.*

**8:30 - 9:45 a.m. 2263 KC**

**A Is For Asexual: Including Asexual and Aromantic Communities in LGBTQIA+ Allyship**  
*Marla Wick (staff) with Ellen Yope (student) and Raine McCollum (student)*

The asexual community is often omitted in discussions of the queer community, which often tend to focus on sexual and romantic attraction as elements of the human experience shared equally by everyone. This assumption that all people experience sexual and romantic attraction and seek partnership in more or less the same way, however, erases a broad spectrum of the LGBTQIA+ community who may not experience or want these things. Drawing on the dual model of attraction, which differentiates between romantic and sexual attraction, this workshop will provide participants with an overview of the basics--concepts and terminology--for understanding and talking about asexual and aromantic communities. Participants will learn to identify common myths and misconceptions about asexual people and practice basic allyship skills. A brief Q&A will follow. *Workshop.*

**8:30 - 9:45 a.m. 2266 KC**

**I Like It Like That: Porn Literacy in 2020 and Beyond**

*Kellie Zachman (staff) with Paige Emerson (student)*

What is porn, who is represented, and what is it that draws us back again and again? In February 2018, 73% of women and 98% of men reported watching porn in the past six months, hardly anyone is talking about it, even with the rise of amateur porn focusing on women who've just turned 18 years old. Documentaries like "Hot Girls Wanted" and "After Porn Ends" tell the stories of porn actors during and after their time working in the industry, but just scratch the surface of the inaccuracy of the relationships depicted in modern pornography. This workshop will focus on exposing the inaccuracy of modern pornographic videos on sites such as Porn Hub, how to watch porn and still maintain a healthy relationship with one's partner, healthy versus unhealthy intimacy, Erika Lust, and ultimately what behavior can be found at the core of revenge porn and erotic humiliation. *Workshop*

**10:00 – 11:15 a.m. 2215/16 KC**

**White Privilege**

*Juanita Davis (staff) with Alexys Neal (student)*

Our goal of this session is to stress that this is not an issue on campus but everywhere in our daily encounters. We want all people to be aware of what privilege is and who has it. We plan on starting off with an interactive presentation covering the basics of privilege and how it effects

other people who do not have the privilege along with the struggles that come along with it. It is one thing to have privilege, but it is another obstacle to be able to understand that you obtain privilege and how you make others feel. After the presentation we plan on doing a workshop with privilege bracelets. This keeps the audience engaged and makes them physically aware of what privileges they do hold. This also allows them to physically take something away from this presentation and to be reminded of their privileges. We want this to be eye opening, informational, and educational to all people in the room. *Workshop/presentation.*

**10:00 – 11:15 a.m. 2250 KC**

**Trauma and Resilience**

*Gwendolyn Dueker (faculty) with Skyler Kienutske (student), Taylor Terry (student) and Rachael Les (student)*

The majority of US adults experienced at least one significant traumatic stressor before the age of 18. Experiences like abuse or living in a home with an adult with a substance abuse issue are rarely talked about but they affect the process of neurodevelopment during childhood and can be associated with increased risk for negative health and social outcomes in adulthood. This presentation will include information about the links between childhood experiences and adult outcomes with special emphasis on how we can foster resilience in our communities to support folks who have already experienced trauma to have healthier outcomes and to prevent the experience of trauma for future generations.

*Engaged pedagogy.*

**10:00 – 11:15 a.m. 2266 KC**

**Too poor to get out of jail: Understanding the impact of pre-trial detention and cash bonds**

*Paola Leon (faculty) with Traci Trainor (student), Fred Johnson, Jr. (community member), and Alyssa Gunderson (community member)*

Innocent until proven guilty is a phrase we are all familiar with. It is a Constitutional Right. Nonetheless, on any given day, 450,000 innocent people await in jail in pre-trial detention. Why? They are too poor and can't afford to buy their freedom. Research shows that this system disproportionately targets people of color and people from economically disadvantaged communities. In this interactive workshop, we will learn about the implications of a cash bond system in the creation of a 2-tier system of justice, and raise awareness of the impact this system has in fueling mass incarceration and exacerbating racial and economic inequities. The workshop will conclude with an overview of current Bond Reform initiatives in the State of Michigan and targeted actions that participants can engage with. *Workshop.*



**11:30 a.m. – 12:45 p.m. 2215/16 KC**

**"Ew, That's Gross!" Myths, Stigmas, Taboos and Why Women's Health Conversations Are So Messy**

*Jennifer Palm (staff) with Samantha Minnis (staff), Jenna Vainner (staff) and Alaina White (student)*

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). The environmental impact of menstruation products will also be addressed. *Workshop.*

**11:30 a.m. – 12:45 p.m. 2263 KC**

**What Studying in Ghana Taught Me About Privilege**

*Amy Masko (faculty) with Kim Van Hecke (student), Sydney Rechner (student), Melissa Dean (student), Mariko Minton (student) and Ashly Latham (student)*

In this session, a professor and four students will talk about what they learned about privilege during their study abroad experience in Ghana. The students learn about the Trans-Atlantic Slave Trade, Colonialism, and Neo-Colonialism. The deep study of these topics forced us to face our privilege on a daily basis, and became a main topic both in class and in our private conversations. For the first time, our privilege moved from being hidden to us to being the primary lens through which we see the world. *Presentation.*

**11:30 a.m. – 12:45 p.m. 2266 KC**

**Social Justice and Open Access**

*Jon Jeffryes (faculty) Matt Ruen (faculty) and Erin McIntosh (student)*

Access to learning should not be reserved for the chosen few, it is a human right. New knowledge is built by reading and synthesizing current scholarship and scholarly work and then building upon it. However, the majority of current scholarship frequently exists only behind a paywall in subscription journals and published books that University Libraries finance. This economic structure of knowledge reinforces existing systems of privilege whereby those with more resources both financial and social are able to access a wider array of information outputs, sustaining and reinforcing gaps in education and economics.

Open access, the decision by authors and publishers to make their scholarship available to any reader at no charge, levels the playing field. It makes the traditional class systems of education equitable domestically and allows countries with fewer resources and a less-developed higher education infrastructure the ability to learn and to grow without the barrier of a paywall. Open access publishing gives small institutions and independent scholars the ability to have similar resources to large research institutions and university-affiliated faculty. Academia does not have to be a system of elite and hierarchical structures. It has the potential to begin on a level playing field. Social justice directly interacts with the support of open access at the college level.



This session will give students, faculty, and staff key facts and figures about the cost of information and potential savings of open access as well as action steps for advocacy. *Discussion / Workshop.*

**1:00 p.m. – 2:15 p.m. 1142 KC**

**You can study abroad, too!**

Nykia Gaines (faculty) and Justin Pettibone (faculty) with Mario Vargas (student), Brittney Siegel (student), Angelica Ellis (student), Darvell Reid (student), and Imani Lee (student)

Why should I study abroad? My family doesn't understand why I want to study in another country. Do students that look like me study abroad? These are common questions and statements expressed by many first-generation, low-income, and students of color on campuses across the country. In this session, we will provide students with an opportunity to learn more about the facts and benefits of studying abroad, explore the question of what it means to be an American, and hear about the unique experiences of first-generation Lakers and TRIO participants studying abroad in Chile during Spring 2019. *Panel discussion.*

**1:00 p.m. – 2:15 p.m. 2215/16 KC**

**The Performance of "Wokeness" and the Absence of Institutional Change**

Jennifer Stewart (faculty) with Jordyn Horton (student), Mariah Fagan (student), Skylar Brown (student) & Jorgen Reberg (student)

In the initial part of the session, we will discuss the history of the concept of privilege and the growing incorporation of the concept into modern discourse regarding the roots of racial inequality. Then we will move on to a critique of the way the concept has been used by white academics and college administrations to demonstrate or perform their "wokeness" without that consciousness leading to structural changes tied to privilege. The final part of the session will be a facilitated workshop in which student leaders guide group discussions and specify examples of institutional discrimination in our community. *Workshop.*

**1:00 p.m. – 2:15 p.m. 2250 KC**

**Utilizing Restorative Practices to Build Community and Navigate Conflict**

Anthony Williams Jr. (Staff) with Paige Emerson (student)

Restorative Practices is a social science that studies how individuals in community build community, maintain a healthy community, and repair harm when harm is done to the community. Harm often occurs when individuals are in conflict with one another. Restorative Practices acknowledges that conflict is a part of the human condition and universities have an important opportunity to help students learn about productive ways to manage it (Karp, D., 2015).

In this session, participants will have an opportunity to learn the foundation of restorative practices, discuss tangible community building exercises, and explore various conflict resolution techniques. *Workshop.*

**1:00 p.m. – 2:15 p.m. 2263 KC**

**Navigating Sexual Intimacy after Assault**

*Krystal Diel (staff) with Caitlyn Cubberly (student) and Cynthia Alvarado (community member)*

In this workshop, we will be going over navigating sexual intimacy after experiencing assault. Conversations will include topics such as healthy relationships, boundaries, consent, co-dependency, triggers, and flashbacks. Participants will also learn more about supporting survivors. Content warning: This program will include conversations surrounding sexual violence. Resources will be offered at the program. *Workshop.*

**1:00 p.m. – 2:15 p.m. 2266 KC**

**Colorism in the Latinx Community**

*Andrew Schlewitz (faculty) with Adriana Almanza (staff) and Jenny Lopez (student)*

This session explores how colorism--assumptions based on skin color--may shape self, ascribed, and collective identities in the GVSU Latinx community. Beginning with small group work on actual and imagined US Census racial and ethnic categories, participants will move into a broader discussion of how to deal with forms of colorism that get in the way of building a pan-ethnic Latinx community and forging connections to other ethnic and racial minorities. *Engaged pedagogy.*

**1:00 p.m. – 2:15 p.m. 2270 KC**

**GVSU Through the Lens of Black Man**

*Louis Moore (faculty) with Bobby Springer (staff), Phillip Todd (student), Lavar Green-Jackson (student) and Dogan Copeland (student)*

This session will be sharing the unique perspective of what Grand Valley State University looks like through the lens of a Black man. The panel will include a staff member, faculty member, graduate student, graduating senior and a freshman that identify as Black men, who are currently working or attending the GVSU. The goal of this panel is to share what has contributed to our success and to provide suggestions of how we can continue and improve the experience of Black men on campus. *Panel.*

**2:30 p.m. – 3:45 p.m. 1142 KC**

**The Privilege of Physical Ability**

*Chuck Pazdernik (faculty) with Matthew Smith (student)*

As discussed by Peggy McIntosh in her Invisible Knapsack work, privilege is an unearned asset, comparable to an 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 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 & 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. *Panel discussion with Q & A.*

**2:30 p.m. – 3:45 p.m. 2215/16 KC**

**Race, Gender, and Mental Illness in Communication: A triad of phenomena that influence media and society in the 21st Century and beyond.**

*Dana Munk (faculty) with Sughnen Yongo (student)*

The primary goal of this session is to bring disruptive awareness to the nuanced elements of the human experience that often influence media and intra-human communication. The secondary purpose of this teach-in is to verbally examine specific attributes of our social existence in correlation to new media and public perception. The overarching purpose of this teach-in is to trigger intentional dialogue, provide a new perspective, and encourage critical thinking as educated media consumers and scholars of the 21st Century. This pedagogy does not aim to cast blame or make the audience feel inept. Instead, it intends to provide an in-depth understanding into how bias, influenced by race, gender, and mental illness is perceived in this information age of rampant media and misleading hashtags and what we can do about it. *Engaged pedagogy.*

**2:30 p.m. – 3:45 p.m. 2250 KC**

**Urban Survival Skills for New Teachers**

*Nagnon Diarrassouba (faculty) with Lorrie Bufford-Atkinson (student)*

This workshop is aimed at beginning teachers entering employment in urban schools. The facilitator is a teacher with twenty years of experience in urban educational settings in Detroit, Michigan. The presenter will share important information for overcoming cultural barriers by establishing connections with students and understanding how backgrounds differ racially, financially, culturally, and linguistically. Research demonstrates that these differences can overwhelm new teachers and academic expectations are often lowered when educators feel that the student circumstances cannot be overcome. The presenter combines research with strategies that target community building, limited resources, and limited technology. High expectations for students will be discussed as well as selecting appropriate academic strategies that promote student success. *Workshop.*

**2:30 p.m. – 3:45 p.m. 2263 KC**

**The Ethics of Surveillance Capitalism: From Your Home to Your Classroom**

*Patrick Anderson (faculty) with Thomas Quaine (student)*

Over the last two decades, private companies have increasingly developed technologies that monitor everything a user does, says, thinks, feels, and buys. Falling under the general name surveillance capitalism, these technologies raise important questions about the nature of personal privacy and individual experience. In this workshop, we will introduce participants to some of the most common surveillance capitalist practices, in both home computing devices and learning technologies for the classroom. Then we will offer a concise list of best digital privacy practices for the home and the classroom, with demonstrations of a few key tools.

The first half of the workshop will begin with Patrick offering a general overview of

surveillance capitalism, followed by Thomas offering a specific explanation of some basic surveillance capitalist uses of classroom technology. The second half of the workshop will begin with Patrick explaining and demonstrating a few key privacy tools for home use, followed by Thomas making recommendations for privacy practices related to the digitally-enhanced classroom. *Workshop.*

**4:00 p.m. – 5:15 p.m. 2215/16 KC**

### **Reacting to the Past: An Inclusive (and Revolutionary) Pedagogy**

*David Eick (faculty) with Jae Basiliere (faculty and Ian Curtis (student)*

Join the revolution! Paris, July 1791, two years after the fall of the Bastille and the Women's March on Versailles. The people of France have been consulted for the first time ever, and they elected you to represent them. You and your fellow delegates are hard at work writing a new constitution for France. But is the process truly inclusive? Who should be included? Working people? Women? Who is a citizen? What form of government truly represents everyone? Meanwhile, those excluded outside are protesting--loudly, disruptively, menacingly. Are they justified? Can you legitimately authorize Lafayette to quiet them so that work can continue on the constitution?

Participants in this teach-in session will get a taste of Reacting to the Past, a growing series of role-playing games used at over four hundred colleges and universities in disciplines ranging from women's and area studies to philosophy. In this inclusive pedagogy students drive classroom proceedings, voice clashing ideas, achieve their learning objectives in the manner of their choosing, solve problems independently, collaborate and compete. *Engaged pedagogy.*

**4:00 p.m. – 5:15 p.m. 2250 KC**

### **Belonging and Becoming: Identifying and Engaging First Generation Students**

*Sarah Tibbe (staff) with Nate Swanson (student)*

This session will explore the unique characteristics and needs of First-Generation students and their place within a college campus. First Generation students represent a large portion of our student population but are often left to their own devices when navigating the complex system of higher education. This often results in less engagement than their peers and a lack of belonging. The effects of this dynamic can have long-standing ramifications such as poor academic achievement, degree completion, and negatively affect their well-being.

This session aims to identify and understand the personalized needs and challenges of First Generation students in order to identify the necessary actions to help all students succeed. Combining the High Impact Practices guide created by George Kuh with the known details of Grand Valleys First-Generation student population, this session will provide insights and actions everyone can take to create an inclusive environment for students of all degrees. *Workshop.*

**4:00 p.m. – 5:15 p.m. 2266 KC**

### **Got Debt? Understanding and Managing Your Student Loans**

*Anna Krystiniak (student) with Gillian Lazzarini (student)*

With the average student loan debt creeping past \$30,000, this financial burden is playing an increasing role in the decisions students make - both at the beginning of college and decades later. The goal of this session is to facilitate discussion around student debt and financing higher education. In addition to giving a platform for participants to share their own lived experiences, we will explore financial literacy education as an option to aid in the financial wellness of students after graduation. As graduate assistants in the financial aid office, we will also offer students a few takeaways, such as how to obtain information about their current debt level and

how to access financial literacy education on the GVSU campus through the Office of Financial Aid & Scholarships and the MoneySmart Lakers program. *Roundtable.*

**Dinner break between 5:15 and 6:00pm – No Presentations**

**6:00 p.m. – 7:15 p.m. 1142 KC**

**Privilege, Power, and Opportunity**

*Brian Scherf (student) with Crystal Quillan (student), Sarah Keller (student) and Brianna Johnson (student)*

Privilege comes in many forms. The purpose of this presentation is to encourage those in attendance to take a personal inventory of their own identities and recognize their own relationship with privilege. Through guided activities and group discussion those who attend will get greater understanding to the complexities of privilege and how it affects our lives. *Discussion / Workshop.*

**6:00 p.m. – 7:15 p.m. 2215/16 KC**

**Human & Sex Trafficking**

*Kylie Szymanski (student) with Erica Farr (student), Krista Rood (student) and Alex Horan (student)*

The National Human Trafficking Hotline reports Michigan is ranked sixth in the nation for reported human trafficking cases. Human trafficking--in all forms--does not discriminate for age, race, or gender, and everyone including Grand Valley State University students are at risk. During this presentation clarification will be provided on what human trafficking really is, how to be aware of it, how to spot red flags, and resources will be provided on what to do if faced with human trafficking. Audience members will be asked to participate in several activities in order to debunk myths of human trafficking and improve knowledge. These activities include true and false trivia questions, and multiple-choice questions. Presenters will also give scenarios of trafficking events and ask audience members to identify red flags. While human trafficking is a sensitive topic, and may cause emotional distress, the aim is to open a conversation about trafficking, so audience members are informed, more comfortable with the topic, and feel empowered to make a change. *Presentation.*

**6:00 p.m. – 7:15 p.m. 2250 KC**

**Opiate Overdose Prevention Training**

*Katie Barnhart (faculty) with Erin Reasoner (student)*

As a nation we have seen a rise in drug overdose deaths and more than three out of five overdose deaths involve an opioid (Hedegaard & Minino, 2016). For this Teach-In presentation, the Grand Rapids Red Project will collaborate with GVSU faculty and students to provide updated information on the opioid epidemic, as well as training for overdose prevention and response.

The presentation will include information on Naloxone/Narcan, an opioid antagonist, and address social determinants of health and stigma among people who use opiates. *Workshop.*

**6:00 p.m. – 7:15 p.m.      2263 KC**

**Wisdom from WISE: Women in Science & Engineering at GVSU**

*Anna White (faculty) with Lizzy Sielaff (student)*

Despite increased support for female-identifying students interested in STEM fields, this group is still underrepresented in these majors on college campuses in the United States. Come hear the experiences and opinions of Grand Valley Students in the Women in Science and Engineering group; we'll discuss how they found their way to the STEM fields, what kinds of support they've most valued, what might be improved, and where they're planning to go in the future. *Roundtable / Panel.*

**6:00 p.m. – 7:15 p.m.      2266 KC**

**Grassroots: A Story of Youth Activism in South Africa and Current Applications**

*Jeff Kelly Lowenstein (faculty) with Nick Moran (student) and Courtney Hartline (student)*

South African Freedom Fighter Khulu Radebe has spent his life advocating for social justice and racial equity. As a child, he rallied against South Africa's abusive apartheid regime by leading social demonstrations. Eventually, his activism landed him in prison on Robben Island as a teenager. While there, he learned from some of South Africa's most famous men and later returned to society as an indefatigable voice against oppression who continues with this important work today. This session will focus on Khulu Radebe's life and legacy in order to teach Grand Valley students how activism is organized and how a country's youth can enact meaningful change. We will also shed light on current events like climate protests, the Time's Up Movement, the Parkland students' fight for gun control, and the pro-democracy demonstrations in Hong Kong. *Presentation.*

**6:00 p.m. – 7:15 p.m.      2270 KC**

**#sayhername**

*Juanita Davis (staff) with Jeffery Brown (student), Chelsea Glover (student), Danae Bush (student), Jordyn Horton and Skylar Brown (student)*

In the wake of Black Lives Matter as a movement there are many familiar names, Eric Garner, Tamir Rice, Trayvon Martin; what seems to be missing is the countless number of Black Women whose names have not been mentioned. Women who have also been victimized and murdered at the hands of police officers. In this teach-in we would like to discuss the social justice movement #sayhername and how Black women are made to feel invisible by those who have vowed to serve and protect. *Presentation and interactive discussion.*

**7:30 p.m. – 8:45 p.m.      2215/16 KC**

**Religious Minorities at GVSU**

*Kevin McIntosh (staff) with Isabella Lieberman (student)*

This panel and workshop will explore what interfaith is and then will dive into nonChristian student's experiences at GVSU. *Panel and workshop.*

**7:30 p.m. – 8:45 p.m.      2250 KC**

**Taking Back "Queer" (and Other Linguistic Practices of the LGBTQ+ Community)**

*Mark Saint Amour (staff) with Finn Jaskowski (student)*

This roundtable discussion is meant to bring awareness to the language used within the LGBTQ+ community in an effort to increase and encourage inclusivity. Being careful with one's language can make all the difference when it comes to avoiding the intentional or unintentional invalidation of people's identities.

During this discussion, we will focus on several things. First, words that were once regarded as derogatory and how they have since been reclaimed by the queer community, and why this is of importance. Secondly, we will discuss ways of carefully choosing and mindfully changing terms we use to regard queer identities and how they can impact those lives. This includes expanding upon established identities to create both more specific and broader categories, and how both can be used to feel more comfortable in one's identity. Finally, we will discuss, in depth, how these language practices can be used to increase awareness on campus and encourage members outside the community to help make GVSU a more inclusive place. *Roundtable discussion.*

**7:30 p.m. – 8:45 p.m.     2270 KC**

**For the Health of It**

*Juanita Davis (staff) with Jeffery Brown (student), Shantiera Carprue (student), Amber McIntosh (student), Destyni Davis (student), Monica Mitchenor (student)*

This presentation will focus on the absence of economic justice in marginalized communities. The focus on economic security, lack of work freedom, degrading communities, housing issues and cycles of poverty will be addressed. There is an abundant availability of alcohol and fast food restaurants in economically poor communities. In an era where we have been encouraged to make healthier choices it is difficult for individuals from lower economic backgrounds to do so. An examination of the systems that are put in place to make sure the poor stay poor is key to promoting an understanding of the importance of economic justice. *Interactive discussion.*