



human diversity

COMMISSION ON HUMAN DIVERSITY • 9TH ANNUAL CONFERENCE

McFarland Student Union Building • Kutztown University

Registration, Room 218 – 8:30 A.M.
Opening Comments, Room 218 – 8:45 A.M.



KEYNOTE ADDRESS – 9:10 A.M.

“Technically an ELL”: The Production of Raciolinguistic Categories in a Dual Language School (MSU 218)

Keynote: Nelson Flores, University of Pennsylvania

Raciolinguistic ideologies co-construct language and race in ways that frame the language practices of racialized communities as inherently deficient. One manifestation of raciolinguistic ideologies imposed on Latinx communities is that they have failed to fully master either English or Spanish. This presentation will examine one raciolinguistic category that has emerged from this discourse—students who are institutionally designated as English Learners (ELs) but who are also positioned by their teachers as more dominant in English than in Spanish. I offer case studies of three students at a dual language school in a segregated primarily Latinx community who fit this linguistic profile. I examine the ways that teachers working with these students struggle to make sense of this seeming contradiction often resorting to deficit perspectives as an explanation. I end with implications of these findings for developing new conceptualizations of the language practices of Latinx students that resist raciolinguistic ideologies.



SESSION #1 – 10:00 A.M.

Gendered Implications of Free Speech Within Advertising (MSU 223)

Kristina Fennelly, Colleen Clemens

Intention in language: A workshop on employing bias-free communication in diverse educational contexts (MSU 250)

Amber Pabon, Patti Tinsman-Schaffer, Donovan McCargo

Asian American Representation and Stereotype in Higher Education (MSU 157)

Albert Fu



SESSION #2 – 11:00 A.M.

Linguistic Capital: Building A Bilingual Community (MSU 223)

Amanda Bressack, Nadia Thalassinou

Connecting to Movements Through Literature (MSU 250)

Charlene Kilpatrick

Language and Social Justice Educational Policy (MSU 157)

Dan Metzger

Mobility, Geography, and Diversity in Stories from the American Road (MSU 183)

Andrew Vogel, Leigh Stafford, Evan Colon, Natalie Rude, Kayla Rotz, Justin Malone

LUNCH – 12:00 NOON
POSTER SESSIONS (MSU 218)

#MeToo Kafka

Noel Fedeli

We Will Not Be Erased

Gracen Sutters

Be the Change

Maria Sanelli and

Students in Women Gender and Sexuality Studies



SESSION #3 – 1:00 P.M.

Teacher Candidates Discuss their Educational Experiences in South Africa (MSU 223)

Tabetha Berstein-Danis, Ashleigh Amber, Madison Bellesfield, Roman Ivaldi, Emily Lilly, Nathan Parent

Designing Skincare for the Trans Experience (MSU 157)

Madison Woodruff

Finding Our Voices: A Weapon When Fighting Injustice and Advocating for Social Justice (MSU 250)

Leila Little, Patti Tinsman-Schaffer, Marlene Fares, Emily Pisco

Gendered Implications of Free Speech Within Advertising

Kristina Fennelly
Colleen Clemens

Affiliation: Kutztown University

This session aims to interrogate recent examples of how gender functions in advertisements. Such examples raise questions about toxic masculinity, stereotypes and unrealistic expectations for women, and the rhetorical implications of social media. To illustrate this claim, we will invite participants to turn their attention to a recent advertisement for Gillette that seeks to promote a more positive and expansive definition of masculinity. We will trace the effects of the public backlash to this ad, as well as compare it to ads which highlight representations of traditional feminine roles. By examining social media comments to these ads, we hope to show the dangerous line which emerges between free speech and hate speech. Such rhetorical acts signal the deeply divisive way in which gender norms and expectations continue to operate. The session will conclude by brainstorming active ways to challenge and resist such harmful messages.

Intention in language: A Workshop on Employing Bias-Free Communication in Diverse Educational Contexts

Amber Pabon
Patti Tinsman-Schaffer
Donavan McCargo

Affiliation: Kutztown University

We are three colleagues in K-20 education: 1) a secondary art educator; 2) a professor of teacher education; and 1) a higher education administrator. We came together to develop this proposal based on our shared commitment to respecting and valuing the diverse racial, cultural, ethnic and religious diversities of the students that we work with in our respective contexts. One way that we similarly operationalize this commitment is through an attention to the ways that we use language in educational spaces to discuss complex issue that arise related to equity-based educational practices to support diverse student body populations. Guided by the American Psychological Associations guidelines, we work to engage in bias free-communication or “speech or writing that attempts to include people of all ethnicities, gender identities, sexual orientations, religious affili-

ations, abilities and ages...in a way that makes no assumptions about the received of such communication.” We posit bias-free communication as an alternative to the concept of “politically correct language.” In this workshop, we plan to engage audience members in an interactive workshop about how they can employ bias-free communication in their roles as students, staff, educators and administrators.

Asian-American Representation and Stereotype in Higher Education

Albert Fu

Affiliation: Kutztown University

This paper examines the way in which Asian Americans are often overlooked in the context of diversity in higher education. While institutions often note the need to provide multicultural training, and resources related to diversity, they often fail to address the complexity of pan-ethnic categorizations such as Asian American. For instance, it is a category that includes people of varying immigration status, heritage from 20 ethnic groups, and up to 4 dozen countries. This paper will discuss these issues as well as discrimination both within the context of higher education in the United States, as well here at Kutztown University.

Linguistic Capital, Creating a Bilingual Community

Nadia Thalassinos

Affiliation: Spanish Immersion Learning Center

Amanda Bressack

Affiliation: Teachers College at Columbia University

In this session, Thalassinos shares her current work as owner and director of the Spanish Immersion Learning Center in the Lehigh Valley. She will focus on building capacity to run a bilingual education system beginning with early childhood. Some of the points of discussion will include the current linguistic capital in educational agencies, a new take on hiring practices, and ways in which schools can restructure their programs to provide with a true pathway to bilingualism. Second, Bressack discusses current ethnographic research that examines and analyzes the connection between language, education and culture. Specifically, how educational systems implement language learning and language acquisition across various domains of education in the Allentown School District. Claiming to serve a multicultural population, this research examines the language ideology represented in the Allentown School District, the historical context of the ESOL program and the implications these concepts have on language planning for English Language Learners.

This research intersects with the work being done at The Spanish Immersion Center, in hopes to create a bilingual community, building from grassroots movements in educational agencies and capitalizing on the linguistic diversity already present in the Lehigh Valley.

Connecting Movements Through Literature

Charlene Kilpatrick

Affiliation: Kutztown University

Kilpatrick will present how to connect movements through literature. She will describe how to create a safe environment where students can talk about major issues through fiction and non-fiction literature.

Language and Social Justice Educational Policy

Dan Metzger

Affiliation: Kutztown University

As a portion of his doctoral research, Metzger presents the history of the Upward Bound program with a specific focus on language used within this educational policy. The presentation begins with a truncated history of the over 50-year-old organization, including findings from recent studies

and evaluations conducted to determine the effectiveness of reaching program goals and best practices for working with participants. He discusses the problematic yet necessary concept of applying risk knowledge and the at-risk label to elements of UB policy and practice. This discussion interrogates a paradoxical aspect of the organization: participating in a program where their riskiness is a requirement for admission may have detrimental effects on students' self-perception. He goes on to suggest approaches to adopting socially just language in program policy to foster equitable cultures within the organization and speculates on further research in this context.

Mobility, Geography, and Diversity in Stories from the American Road

Andrew Vogel
Justin Malone
Kayla Rotz
Natalie Rude
Evan Colon
Leigh Stafford

Affiliation: Kutztown University

Session Description: The recent award-winning film *Green Book* reminds us that despite the myths of openness and freedom, the American road developed as a privileged space. From the earliest days of modernity, travel infrastructures, including

accommodations, employed both direct and subtle methods to exclude women and people of color from moving easily around the country. Like in *Green Book*, such patterns of discrimination become represented in stories of American travel. This panel explores narrative representations of encounters between folks from different walks of life to shed light on both the motivations and means of exclusion with the goal of understanding how travel can be made more open and inclusive now and in the future.

#MeToo, Kafka

Noel Fedeli

Affiliation: Kutztown University

Sexual abuse in the workplace has historically been swept under the rug. Many women who are sexually assaulted by their co-workers or employers often face complications when reporting their abuse. The #MeToo movement, which crashed the Internet in October 2017, has brought this struggle to light, exposing employers from Harvey Weinstein to Olympic doctor Larry Nassar. Although #MeToo has encouraged women to report, they still face complications while reporting and presenting a case in court. Without video evidence, witnesses, or DNA, traumatized women must resort to re-living their anguish. Their testimonies are seen as "inconsistent" because traumatized brains sometimes forget details or remember others. Thesis: Despite the progress that has been made, reporting sexual abuse,

particularly in the workplace, is still a disorienting, stressful, and nightmarish. Through a series of self-composed Tweets I told the story of a woman who was sexually assaulted by her boss and attempts to report it. She goes between backstory and "live-tweeting," which is posting Tweets relating to events happening in one's surroundings as they are occurring, as she tells the world that her report is discarded because she had no other evidence. The narrator goes home to update readers as she loses her job, her husband divorces her, and she gloomily foretells that she will soon lose her apartment and be homeless. The title of my poster is "#MeToo, Kafka." Kafka is well-known for his dark and horrifying stories that many find nightmarish. The idea of reporting alone is terrifying, yet it is a story many sexual abuse survivors can relate to.

Be The Change

Maria Sanelli and Students in Women Gender and Sexuality Studies

Affiliation: Kutztown University

Introduction to Women, Gender and Sexuality students researched United States social problems, analyzed the problem using feminist theory and have proposed local solutions as part of their "Be the Change" WGS 010 Project this semester. As part of the Kutztown University Spring 2019 Diversity Conference, 50 undergraduate students have teamed up to present their ideas about local solutions to prejudice, stereotypes,

poverty, homelessness, mental health issues, cyber bullying, discrimination in the workplace, lack of racial and gender representation, sexual assault, sex trafficking, right of choice, beauty standards, and sex education reform. Please consider joining this group to discover their truths, research and ideas about positive social change.

We Will Not Be Erased

Gracen Sutters

Affiliation: Kutztown University

We live in a county that has become very diverse over the years. These different diverse groups still are not all that understood and we as a nation still face a lot of hate for what people do not understand or agree with. A big part of my life that has been targeted lately is the fact that I am transgender. Although being the LGB part of LGBT is more accepted in society today, we as a nation still have a mixed idea when it comes to gender rather than just sexuality. During the Obama administration, he did many things to help and support not just the LGBTQ community but the Transgender community in particular. Some examples being protecting rights, supporting health, fighting against discrimination, ensuring equality in housing and crime prevention, and much more. Now skip to the Trump administration that we are currently dealing with. Just in the short time Trump has been in office there has been thirty actions that attack the

LGBTQ community and some specifically attacking the Transgender community. Some of these being removing guidelines to protect transgender kids in schools, the 2020 census will not be surveying the LGBTQ community, removal of the job protections, Transgender individuals are banned from entering the military, and all together erasing the guideline's that give the community their protections on a day to day basis. They are trying to erase and silence the community and it will never happen!

Teacher Candidates Discuss Their Educational Experiences in South Africa

Tabetha Bernstein-Danis
Ashleigh Amber
Madison Bellesfield
Roman Ivaldi
Emily Lilly
Nathan Parent

Affiliation: Kutztown University

The process of becoming a culturally responsive educator entails a willingness to position oneself as a learner, become immersed in the students' home community, and make connections with community members who act as cultural brokers between the educator and the students and their families. In this session, pre-service teachers who participated in the

South Africa study abroad program will share their experiences tutoring children in Cape Town, South Africa. They will discuss the process of becoming truly immersed in a new community and how time spent learning about the culture, language, and history of the Xhosa people in South Africa better enabled them to make connections with the students they tutored. They will also share their experiences working with "culture coaches" - community members who provided insights into the lives of the children the pre-service teachers tutored and more broadly about the nature of schooling in South Africa. The pre-service teachers will elaborate on how this study abroad experience has continued to impact them as educators and how it has shaped their vision of working with students from cultural and linguistic backgrounds different from their own as they embark on their teaching careers.

Designing Skincare for the Trans Experience

Madison Woodruff

Affiliation: Kutztown University

Transitioning from one gender to another is uncharted territory for most of us. We are content to conform to the gender we were assigned at birth and operate under the norms attributed to it. For transgender people however, navigating gendered norms is a little more complicated. The purpose of

this project is to develop a skincare line tailored specifically to trans people by looking at the difficulties they may face during their transition and creating products to ease them. For example, an exfoliating acne cleanser designed for people transitioning from female to male by using testosterone hormonal therapy. Since testosterone tends to make the skin oilier, and can cause ingrown hairs by promoting the growth of facial hair, a product to combat that side effect could make a drastic difference in a trans man's grooming routine. And for someone transitioning from male to female, a soothing cream to use after undergoing laser hair removal, a process which can cause redness and irritation. The intent behind this project is to design for an underrepresented community in a compassionate and understanding way. Often beauty and skincare products are strictly gendered, and designed with someone who conforms to the gender they were assigned at birth in mind. By addressing trans people's concerns for both their skin and their identity, we can gain a deeper understanding of the joys and pains of transitioning into a more authentic self and how the skincare industry can make it easier.



Finding Our Voices: A Weapon When Fighting Injustice and Advocating for Social Justice

Leila Little
Patti Tinsman-Schaffer
Marlene Fares
Emily Pisco

Affiliation: Kutztown University

As doctoral students in a program that is rooted in social justice education, we present how we have each personally experienced critical moments that have led us to this point in our lives. Leila Little will take us along in her journey through the educational system as a Latina student sharing how the deficit perspectives and lack of Latina role models impacted her as a student, educator, and future scholar. Patti Tinsman-Schaffer will share her experience of being an art

educator who has engaged in deep reflection about classroom conversations centered around art and social justice. Marlene Fares will share her experience both as an elementary student labeled as an English Language Learner (ELL) and a parent of children being raised in a bilingual household. Through both stories, she will explain the experiences that connected language to being labeled ELL. Emily Pisco will share her personal experience of being a witness to a church that was divided over same-sex marriage and her discovery of being complicit to a decision with which she strongly disagreed. Each of us came into the Transformational Teaching and Learning Ed.D. program with a desire to become leaders within our institutions and for our students. Our voices, the embodiment of our passions, have become our ultimate weapon when fighting injustice and advocating for social justice in our educational institutions. Most importantly, however, it has been a tool to connect who we are with others and affirm our shared values and education for social change.



Nelson Flores
University of Pennsylvania

Nelson Flores received his Ph.D. in Urban Education from the Graduate Center of the City University of New York and is currently an associate professor of educational linguistics at the University of Pennsylvania Graduate School of Education. His research examines the intersection of language, race and the political economy in shaping US educational

policies and practices. He analyzes the historical origins of raciolinguistic ideologies that have framed the language practices of racialized communities as inherently deficient and in need of remediation. He also analyzes the ways that these raciolinguistic ideologies continue to be reproduced within contemporary bilingual education policies and practices. Over the past decade, Dr. Flores has collaborated on several research projects focused on the education of language-minoritized students in US schools. His most recent collaboration has been with The Center on Standards, Alignment, Instruction, and Learning (C-SAIL), where he is studying the historical development of and contemporary implementation of standards-based reform for students officially classified as English Learners. He was the recipient of the 2017 AERA Bilingual Education SIG Early Career Award and was a 2017 Spencer Postdoctoral Fellow.

“His research examines the intersection of language, race and the political economy in shaping US educational policies and practices”



THE KU COMMISSION ON HUMAN DIVERSITY

The Commission on Human Diversity reports directly to the Administrative Council. It is established to:

- Facilitate the development of an environment, in which members of the university community are valued and their differences are honored.
- Provide understanding for and among all groups pursued through the arrangement and support of special activities such as open forums, diversity dialogues and education workshops promoting awareness and honor of each other's differences.
- Educate, be consulted on policy, and provide recommendations in all areas of diversity. In particular, the committee is charged by the President to specifically consider issues related to Religion, Sexuality, and Disability Awareness.

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- Dan Metzger** (Volunteer Member)
- Tabetha Bernstein-Danis** (Volunteer Member)
- Inmi Lee** (Volunteer Member)

THANK YOU TO THE FOLLOWING FOR THEIR SUPPORT OF TODAY'S CONFERENCE:

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