



**18th Annual Frederick Douglass Institute
Collaborative Conference,
Frederick Douglass Bicentennial Interdisciplinary
Conference, and
4th Annual Frederick Douglass Debate Society Tournament**

**RE-IMAGING DIVERSITY,
MULTICULTURALISM,
AND
SOCIAL JUSTICE**

APRIL 5 - 6, 2018

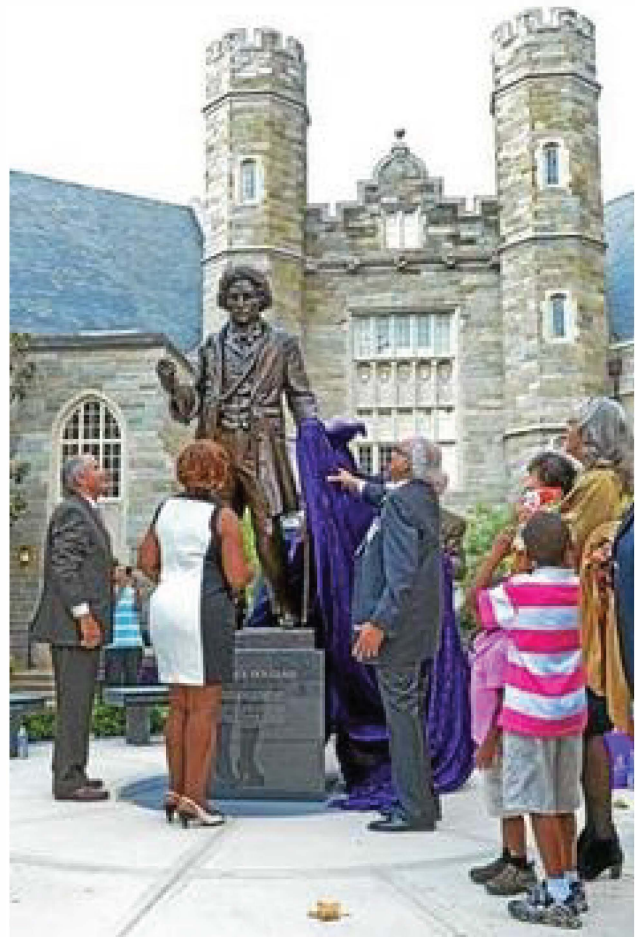


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WEST CHESTER UNIVERSITY

Enrolling over 17,000 students, West Chester University is the largest member of the 14-institution Pennsylvania State System of Higher Education. Founded in 1871, WCU is a comprehensive public institution, offering 118 undergraduate programs, 103 master's degree and 4 doctoral programs in more than 50 fields of study. In addition to the main campus in West Chester, the university offers programs through its graduate center, the Philadelphia campus, and online. The university is made up of five colleges and two schools: Colleges of Arts and Humanities, Business and Public Management, Education and Social Work, Health Sciences, and the Sciences and Mathematics, as well as the School of Music, and the School of Interdisciplinary and Graduate Studies. West Chester University has consistently been rated a Kiplinger "best buy" in public higher education based on its outstanding education and economic value.



DR. CHRISTOPHER FIORENTINO OF WCU

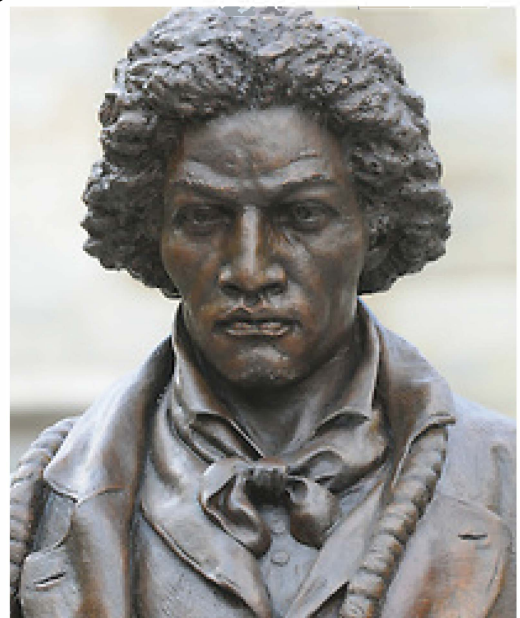
On January 9, 2017, the Board of Governors of the Pennsylvania State System of Higher Education named **Dr. Christopher M. Fiorentino** as the 15th president of West Chester University. Fiorentino, who holds three degrees in economics (baccalaureate, master's and doctorate) from Temple University, joined WCU's economics faculty in 1983. Dr. Fiorentino started as an assistant professor and rose to become the dean of the College of Business and Public Affairs (now the College of Business and Public Management), a position he held for more than 20 years. In 2013, he became the vice president for External Operations and in April 2016 was chosen to serve as the University's interim president.

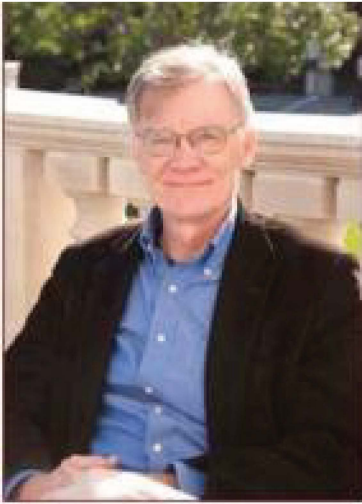
Dr. Fiorentino has been active in numerous leadership roles on campus, helping to secure AACSB accreditation for the School of Business; developing off-campus academic centers, including the Graduate Center in West Goshen Township; and working with faculty and supporters to create the Dr. Edwin Cottrell Entrepreneurial Leadership Center. His responsibilities in his position as vice president for External Operations included University operations at the State System's Center City Philadelphia site.

Dr. Fiorentino is married to WCU alumna and assistant professor Susan Fiorentino, '86. The Fiorentinos have three children: Greg, a software engineer and WCU alum; Diana, a WCU grad and registered dietitian; and Jeff, a recent Penn State grad. They also have two grandchildren.



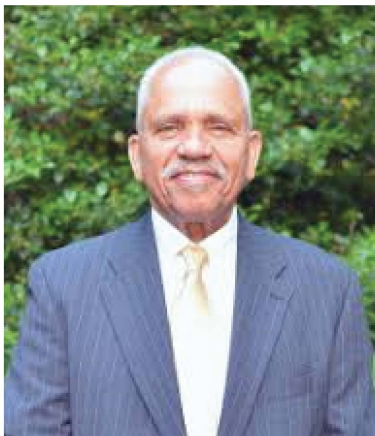
Dr. Christopher Fiorentino
President, West Chester University





DR. DAVID BLIGHT, PH.D.

David W. Blight is Class of 1954 Professor of American History at Yale University and the director of Yale's Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition. An acclaimed teacher, scholar, and public historian, Professor Blight has authored or edited over a dozen books on the history of slavery, abolition, the Civil War, and Reconstruction. His groundbreaking scholarship on the racial politics of Civil War memory, including *Race and Reunion: The Civil War in American Memory* (2001), has earned him numerous awards. Professor Blight is also a leading expert on Frederick Douglass. In addition to publishing the intellectual biography *Frederick Douglass's Civil War* (1991) and editing and introducing new editions of Douglass's first two autobiographies, he has recently completed *Frederick Douglass: Prophet of Freedom*, a definitive biography to be published by Simon and Schuster later this year. As part of his teaching and research, Professor Blight also contributes extensively to a variety of public history programs, projects, and organizations. He serves as an advisor to the 9/11 Memorial and Museum in New York City; teaches summer institutes for high-school teachers and rangers and historians in the National Park Service; and has appeared as an expert commentator on several documentary films, including PBS's *Africans in America*. Before joining the faculty at Yale, Professor Blight held appointments at Amherst College, Harvard University, Cambridge University, and North Central College in Naperville, Illinois, and taught for seven years as a public high school teacher in his hometown of Flint, Michigan.



DR. JAMES TROTMAN, PH.D.

Dr. Trotman is Professor Emeritus of English and the founding director of the Frederick Douglass Institute at West Chester University. His vision has been the inspiration for the institute and the entire campus. Dr. Trotman (with the late Dr. Grasty Gaines) transformed the idea of Douglass' legacy into a living reality and a powerful educational tool for the faculty and students. He earned his undergraduate and master degrees from Penn State University and his doctorate from Teachers College, Columbia University. As the first convener of the Frederick Douglass Institutes on all fourteen campuses of Pennsylvania's System of Higher Education (PASSHE), Dr. Trotman provided leadership and motivation for each campus to develop a consciousness about Douglass as a champion for social justice. Today, there are thriving Frederick Douglass Institutes in all 14 PASSHE Universities.



DR. PATRICIA GRASTY GAINES, ED.D.

A 1959 graduate of West Chester University of Pennsylvania, Dr. Patricia Grasty Gaines was an invaluable pioneer and leader in multicultural education. In 1964, she earned a Master of Education in the Psychology of Reading and in 1970 her Doctor of Education in English Education and Children's Literature, both from Temple University. Co-founder of the Frederick Douglass Institute and faculty member at WCU for 30 years in the Department of Literacy, Dr. Grasty Gaines' perspective on multiculturalism was the centerpiece of her work in the curriculum with teachers. She was a well-organized voice in the region and in the nation for advancing the understanding and importance of multicultural education. To honor, recognize, and continue her mission, the Frederick Douglass Institute and West Chester University have created a multicultural leadership award in her name.

CONFERENCE SCHEDULE

THURSDAY, APRIL 5, 2018

- 7:30-8:30AM **BREAKFAST:** All registrants staying at the Quality Inn should be encouraged to take advantage of the breakfast offering at the hotel. Light morning refreshments will be provided in Sykes Lobby for those students not staying at a hotel.
- SHUTTLE BUSES:** Shuttle bus transportation is being provided from the hotels to WCU during this time. Shuttle drivers will be Carrissa Griffing (215) 200-2928 and Gerardina Martin.
- DEBATE TEAM REGISTRATION:** WCU Conference Services will facilitate registration in the lobby of Sykes Student Union beginning at 7:30AM on both days. All debaters should check-in and pick up materials (program, name badges, etc.) from the two (2) registration tables in Sykes Lobby during this time.
- 8:30-9:00AM **DEBATE TOURNAMENT WELCOME & OPENING**, *Sykes Theater*
- 9:00-10:00AM **DEBATE TOURNAMENT ROUND 1**, *Sykes*
- 10:00-11:00AM **DEBATE TOURNAMENT ROUND 2**, *Sykes*
- 11:00-11:55PM **DEBATE TOURNAMENT ROUND 3**, *Sykes*
- 11:55-12:00PM Debaters shall transition from Lawrence Dining Hall to the Frederick Douglass statue a Philips Memorial Building for a photo.
- 12:00-12:55PM **LUNCH**, *Roman's Kitchen, Lawrence Dining Hall*
- Meal tickets will be distributed to the student debaters, coaches, and others at the registration table by FDI graduate students*
- 12:55-1:00PM Debaters shall transition from Sykes Student Union to Lawrence Dining Hall.
- 1:00-2:30PM **STEM-H GROUP MEETING**, *Sykes Ballrooms B&C*
- STEM-H group will meet in Sykes Ballrooms B&C until 2:30PM then move to Skyes 255 A&B after their break time.
- 1:00-1:30PM **FREDERICK DOUGLASS STATUE PHOTO OPPORTUNITY**, *Philips Memorial Building*
- 1:10PM Student Photographer, Natalie Brown, will take pictures of all the debaters, attendees at the FD statue
- 1:20PM Debaters shall transition from the FD statue back to *Sykes Student Union* to begin Round 4 no later than 1:20PM
- 1:30-2:30PM **DEBATE TOURNAMENT - PRELIMINARY ROUND 4**, *Sykes*
- 2:30-5:00PM **STEM-H GROUP MEETING (CONTINUED)**, *Sykes 255 A&B*
- 2:30-3:30PM **DEBATE TOURNAMENT SEMI-FINALS**, *Sykes Ballrooms B&C*
- 3:30-4:30PM **DEBATE TOURNAMENT FINALS & AWARDS CEREMONY**, *Sykes Theater*
- 4:30-5:30PM **AWARDS CEREMONY**, *Sykes Ballrooms B & C*
- 5:30-6:00PM **BREAK**
- 6:00-9:00PM **DINNER, KEYNOTE & AFRO-COLOMBIAN ENSEMBLE**, *Sykes Ballrooms B & C*
- 6:40-7:00PM **OPENING REMARKS**, *Sykes Ballrooms B & C*
- 7:00-7:50PM **KEYNOTE by Dr. David Blight, Yale University**, *Sykes Ballrooms B & C*
- 7:50-8:00PM **DR. BLIGHT'S Q&A**
- 8:00-8:45PM **AFRO-COLOMBIAN ENSEMBLE PRESENTATION by Slippery Rock University.**
- 9:00PM **SHUTTLE BUS FOR ATTENDEES FROM WCU TO HOTELS**

CONFERENCE SCHEDULE

FRIDAY, APRIL 6, 2018

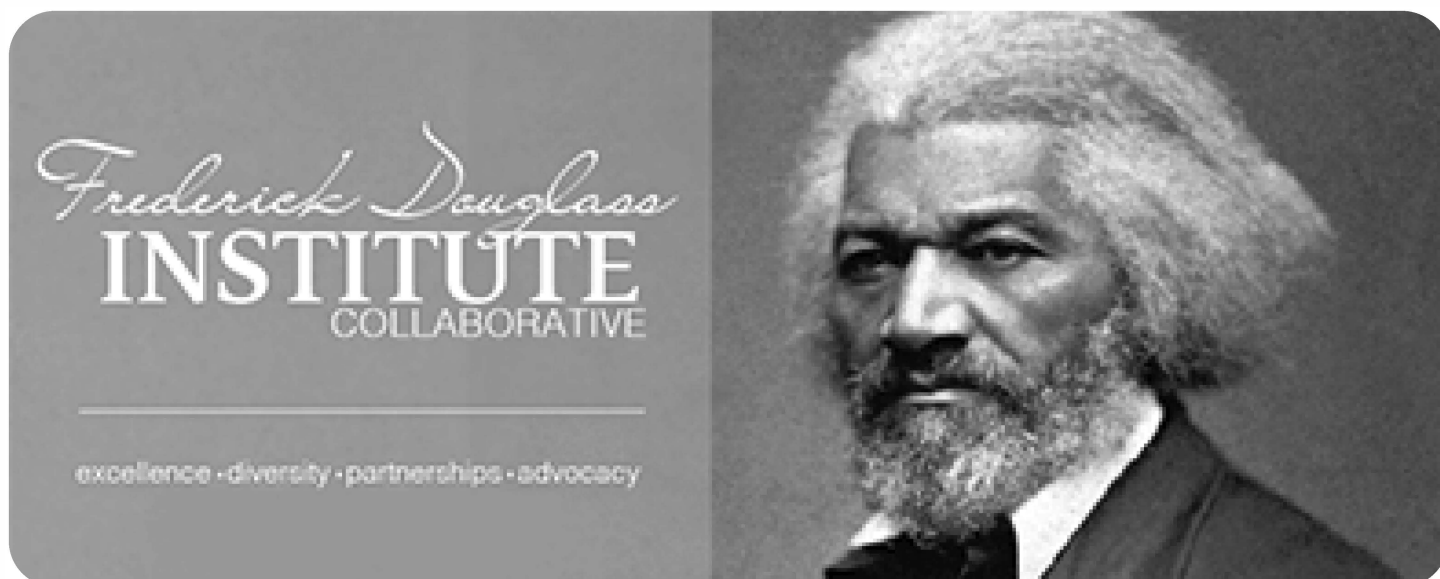
- 7:30-8:30AM **REGISTRATION**, *Sykes Lobby*. Shuttle bus transportation is provided from hotel(s) to Sykes Student Union.
- 8:30-9:20AM **COFFEE & MORNING REFRESHMENTS**, *Sykes Ballroom B/C*
- 9:00-9:10AM **WELCOME ADDRESS** by Dr. Christopher Fiorentino, President of West Chester University, *Sykes Ballroom B & C*
- 9:30-10:50AM **CONCURRENT SESSIONS**
- Session 1-A | Frederick Douglass: Re-imagining his Work and Times in the Reacting-to-the-Past Classroom Simulation**, *Sykes Student Union Room 209*
- Session 1-B | The Work of Fiction: Race and Multiple Identities**, *Sykes Student Union Room 210*
- Session 1-C | Race, Social Justice, and Literacy**, *Sykes Student Union Room 252A*
- Session 1-D | Frederick Douglass and Contemporary African American Hip-Hop Artists: The Cultural Politics of Hip-Hop**, *Sykes Student Union Room 252B*
- Session 1-E | Pedagogical Challenges and Opportunities**, *Sykes Student Union Room 254*
- Session 1-F | Rereading Douglass: Paths to Freedom and Wisdom**, *Sykes Student Union Room 255A*
- 11:00-12:20PM **CONCURRENT SESSIONS**
- Session 2-A | Douglass and Company: Nineteenth-Century Quests for Racial Justice and Democratic Inclusion**, *Sykes Student Union Room 209*
- Session 2-B | Patterns of Race and Gender among Today's College Students**, *Sykes Student Union Room 210*
- Session 2-C | Lessons in the Classroom and Beyond: Pedagogical Strategies for Racial Inclusion and Empowerment**, *Sykes Student Union Room 252A*
- Session 2-D | Social Justice, Rhetoric, and Contemporary Culture and Politics**, *Sykes Student Union Room 252B*
- Session 2-E | Roundtable: From 1852 to 2018: The Unmoving Dial in Achieving Justice for African Americans in the U.S.**, *Sykes Student Union Room 254*
- Session 2-F | Poster Sessions**, *Sykes Student Union Room 255B*
- 12:30-1:20PM **LUNCH (meal tickets required)**, *Sykes Student Union Ballrooms B/C*
- 1:30-2:50PM **CONCURRENT SESSIONS**
- Session 3-A | Making a Way: Students of Color at Predominantly White Institutions**, *Sykes Student Union Room 209*
- Session 3-B | Immigrants/Immigration**, *Sykes Student Union Room 210*
- Session 3-C | Frederick Douglass and Contemporary African American Media Figures: Media Representations of Race and Racial Justice in U.S. Society**, *Sykes Student Union Room 252A*
- Session 3-D | Social Justice Transformations: Challenging Complacency, Stigma, and Privilege**, *Sykes Student Union Room 252B*
- Session 3-E | Facilitating Social Change through Open Dialogue: The Diversity Dialogue Project of East Stroudsburg University**, *Sykes Student Union Room 254*
- 3:00-3:40PM **CLOSING PLENARY**, *Sykes Student Union Ballrooms B/C*
- Iconography and the Importance of Imagery*** by Dr. LaTonya Thames-Taylor, Associate Professor of History and Director of African American Studies, West Chester University

FDI INSTITUTES COLLABORATIVE

In pursuit of Frederick Douglass' commitment to American democratic ideals and educational excellence, the Pennsylvania State System of Higher Education's Frederick Douglass Institute will serve as a catalyst for participating universities to enhance their curricula and enrich their campus climate.

In this endeavor, The Frederick Douglass Institute at West Chester University will function as a resource and a link among participating universities.

The PASSHE Frederick Douglass Collaborative has a public mission and vision. The Collaborative exists to serve as a catalyst to enhance diversity in curricular and co-curricular offerings, among the students and faculty at PASSHE institutions. Our goal is to prepare Pennsylvania's students for the 21st century by encouraging and supporting intercultural literacy and knowledge that are required of them as citizens of the Commonwealth and the world.



DEBATE TOURNAMENT

This year's topic is:

Resolved: Confederate monuments should be removed from public property in the United States.

The above topic will be used for the end-of-year tournament, held here at WCU on April 5, 2018.

We also will be holding a system-wide "Day of Debate" in the late Fall, where each campus can plan its own local event, based on the topic.

Background

The removal of confederate monuments has become an issue of national concern. The Southern Poverty Law Center estimates that that today there are more than 1,500 such monuments in states all across the country.

After the Charleston church shooting in 2015, when white supremacist Dylann Roof murdered nine African Americans, many states and municipalities removed confederate symbols from public spaces. South Carolina, for instance, removed the confederate flag from its capital building.

This past August white supremacists gathered at the University of Virginia in Charlottesville to protest the planned removal of a statue of Robert E. Lee. White supremacist violence was responsible for the injury of nineteen and the death of one peaceful counter-protester. The events in Charlottesville reignited the public debate over whether Confederate monuments should stand or be removed.

Debaters arguing the Affirmative (remove monuments) will likely emphasize that monuments are memorials to racism, slavery, and segregation.

Debaters arguing the Opposition (do not remove monuments) will likely argue that removing monuments is revisionist history. They may also contend that removing monuments will do little to address deeper issues of racism.

Brief Bibliography

Whose Heritage? Public Symbols of the Confederacy, Southern Poverty Law Center
https://www.splcenter.org/sites/default/files/whoseheritage_splc.pdf

"Take Down the Confederate Flag Now," Ta-Nehisi Coates. *The Atlantic*.

<https://www.theatlantic.com/politics/archive/2015/06/take-down-the-confederate-flag-now/396290/>

"Racism in America: Should the U.S. Get Rid of All Confederate Monuments?" Graham Lanktree
Newsweek. <http://www.newsweek.com/should-america-rid-itself-confederate-monuments-661991>

"The Meaning of Our Confederate 'Monuments'" Gary Shapiro, *New York Times*.

<https://www.nytimes.com/2017/05/15/opinion/the-meaning-of-our-confederate-monuments.html>

SCHEDULE OF CONCURRENT SESSIONS AND PRESENTATIONS

Friday, April 6, 2018

9:30-10:50 AM

Sykes Student Union

Session 1-A | Frederick Douglass: Reimagining his Work and Times in the Reacting-to-the-Past Classroom Simulation

Location: Sykes Student Union Room 209

Chair: Karin Gedge, West Chester University

1. Karin Gedge, West Chester University
2. Mark Higbee, Eastern Michigan University

Session 1-B | The Work of Fiction: Race and Multiple Identities

Location: Sykes Student Union Room 210

Chair: Amanda McMenamin, Wilson College

1. Nedrick Patrick, Indiana University of Pennsylvania, "Their "Dirty Laundry" Love: The Uncertainty of Strong Black Love"
2. Robert Lucci, University of Maryland at College Park, "Staring Down the Panopticon: Surveillance and Resistance to the Controls of Whiteness in Chester Himes's *If He Hollers, Let Him Go*"
3. Amanda McMenamin, Wilson College, "Tyrannous Tutelage or Educational Emancipation? Interrogating Imperialism and Finding Freedom in Julia Alvarez's *Before We Were Free*"

SCHEDULE OF CONCURRENT SESSIONS AND PRESENTATIONS

Friday, April 6, 2018

9:30-10:50 AM

Sykes Student Union

Session 1-C | Race, Social Justice, and Literacy

Location: Sykes Student Union Room 252A

Chair: Carol Smith, West Chester University

1. Kathleen Riley and Kathryn Solic, West Chester University, "The Impact of Pre-Service Teachers Confronting 'The Race Problem' in an Urban-Education Fellowship: Learning to Build Racial Literacies for Social-Justice Teaching."
2. Carol Smith, West Chester University, "21st-Century Clubs and Stones: Countering Race-Based and Wealth-Based Gaps in Teaching Digital Literacy"
3. Katherine Norris, West Chester University, "Why University and PK-12 Partnerships Matter: The One Grade One Book Literacy Project Between Frederick Douglass Institute and Coatesville Area 5th Graders"

Session 1-D | Frederick Douglass and Contemporary African American Hip-Hop Artists: The Cultural Politics of Hip-Hop

Location: Sykes Student Union Room 252B

Chair: Gooyong Kim, Cheyney University

1. Erica-Lyn Russell, Cheyney University, "One Man is Here For Us All: Kendrick Lamar and Hip-Hop Poetics for Racial Justice"
2. Kraig Henry, Cheyney University, "A Legend Reborn in a New Era: Kendrick Lamar and Cultural Politics of Hip-Hop"
3. Zairah McDonald, Cheyney University, "A New Role to African American Boys Today: Sean 'Jay Z' Carter in His Music and Philanthropy"

SCHEDULE OF CONCURRENT SESSIONS AND PRESENTATIONS

Friday, April 6, 2018

9:30-10:50 AM

Sykes Student Union

Session 1-E | Pedagogical Challenges and Opportunities

Location: Sykes Student Union Room 254

Chair: Lewis Brownlee, Edinboro University

1. Catherine Dillon, Millersville University, "The Complexities of Teaching Examined Through Spoken Word Poetry"
2. Lewis Brownlee, Edinboro University, "Navigating Racial Battle Fatigue: Incorporating Critical Race Theory Tenets in the Graduate School Experience"
3. Autumn Redcross, Slippery Rock University, "The Talk as Transference of Black Body Memory from Black Mother to her Black Sons"

Session 1-F | Rereading Douglass: Paths to Freedom and Wisdom

Location: Sykes Student Union Room 255A

Chair: Zachary Wooten, West Chester University

1. James Chase, West Chester University, "Freeman in Fact": Frederick Douglass's Africanized Christianity as a Gateway to Freedom"
2. Sarah Gill, West Chester University, "Striking a Blow to Slavery through Slave Narratives: Frederick Douglass' 1845 *Narrative*"
3. Zachary Wooten, West Chester University, "Addressing Political and Social Division in Higher Education, the Complications of Religion and Freedom, and the Wisdom of Frederick Douglass and Parker Palmer"

SCHEDULE OF CONCURRENT SESSIONS AND PRESENTATIONS

Friday, April 6, 2018

11:00 AM-12:20 PM

Sykes Student Union

Session 2-A | Douglass and Company: Nineteenth-Century Quests for Racial Justice and Democratic Inclusion

Location: Sykes Student Union Room 209

Chair: Joshua Lynn, Yale University

1. Tim Bruno, University of Maryland, College Park, "Frederick, Is God Dead?": Reading the Douglass-Truth Debate"
2. Joshua Lynn, Yale University, "The Black Douglass and the White Douglas: Individual Rights versus Group Identity in a Multicultural Democracy"

Session 2-B | Patterns of Race and Gender among Today's College Students

Location: Sykes Student Union Room 210

Chair: TBA

1. Aziza Griggs, Millersville University, "The Impact of Social Media on Academic Performance Among College Students"
2. Alexandra Jean-Paul, Millersville University, "College Students' Experiences and Attitudes Toward Law Enforcement as a Function of Gender and Race"
3. Ranyah Oden, Millersville University, "Political Participation of African American College Students"

SCHEDULE OF CONCURRENT SESSIONS AND PRESENTATIONS

Friday, April 6, 2018

11:00 AM-12:20 PM

Sykes Student Union

Session 2-C | Lessons in the Classroom and Beyond: Pedagogical Strategies for Racial Inclusion and Empowerment

Location: Sykes Student Union Room 252A

Chair: Ana Sanchez, West Chester University

1. Kelly Hicks, University of Colorado-Denver, "Trappin' Our Children: The Effect of Culturally-Relevant Stimulated Lesson Plans to Improve African American Student Academic Achievement"

2. Kalonji McClellan, Tennessee State University, "Using Genealogy to Promote Pan-Africanism"

3. Ana Sanchez, West Chester University, "Intersemiotic Translation of *The Immortal Life of Henrietta Lacks* by Rebecca Skloot: Opening a Dialogue about Racism and Discrimination in the Language Classroom"

Session 2-D | Social Justice, Rhetoric, and Contemporary Culture and Politics

Location: Sykes Student Union Room 252B

Chair: TBA

1. Alexander Paparella, West Chester University, "The Paradox of Tolerance: Punching Nazis and the Preservation of Civil Discourse"

2. Kerry Goldmann, University of Texas at Dallas, "*Hamilton*: A Conservative Revolution"

3. Cassian LeJeune and Naikae D. Sexton, Millersville University, "The Media's Responsibility in Representing the Lives of African Americans"

SCHEDULE OF CONCURRENT SESSIONS AND PRESENTATIONS

Friday, April 6, 2018

11:00 AM-12:20 PM

Sykes Student Union

Session 2-E | Roundtable: From 1852 to 2018: The Unmoving Dial in Achieving Justice for African Americans in the U.S.

Location: Sykes Student Union Room 254

Chair: Natasha Towles, Alpha Kappa Alpha Sorority

1. Debra Long-Doyle, Esq., retired Assistant U.S. Attorney in the District of Columbia
2. Marianne Kaplan, Consultant, Kaplan Consulting Network, and Leadership Development/Diversity Trainer/Social Advocate
3. John L. Braxton, Retired Judge, Philadelphia County Court of Common Pleas
4. Betty Surbeck, West Chester University (Graduate Social Work)

Panel sponsored by the Iota Tau Omega chapter of the Alpha Kappa Alpha Sorority, Inc.

Session 2-F | Poster Sessions

Location: Sykes Student Union Room 255B

1. Jamie-Claire Chau, Messiah College, "Humanizing Pedagogy of Teaching English as a Foreign Language in Globalizing Economy"
2. Candace Bordner, West Chester University, "Food Insecurity and Restaurant Work Conditions of College Students at West Chester University"
3. Jason D'Urso, Cassidy Taylor, and Alex Osborne, Edinboro University, "Determination of Heavy Metal Concentrations in Public and Residential Water Sources from Northwestern Pennsylvania Using Flame Atomic Absorption Spectroscopy"

SCHEDULE OF CONCURRENT SESSIONS AND PRESENTATIONS

Friday, April 6, 2018

1:30-2:50 PM

Sykes Student Union

Session 3-A | Making a Way: Students of Color at Predominantly White Institutions

Location: Sykes Student Union Room 209

Chair: Margaret Smith, Edinboro University

1. Kelli Miller, Millersville University, "What Causes Students of Color to Drop Out of Predominantly White Institutions?"
2. Chantel Jones, Millersville University, "'We're Under the Illusion of Inclusion': The Identities and Experiences of Students of Color at a Predominantly White Institution"
3. Margaret Smith, Edinboro University, "African American Youth Aging Out of the Child Welfare System: Educational Services to Support the Transition to Adulthood"

Session 3-B | Immigrants/Immigration

Location: Sykes Student Union Room 210

Chair: Kazi Hossain, Millersville University

1. Caseem Luck, Millersville University, "The Educational Experiences of Immigrant/Refugee Students in Central and Southeastern Pennsylvania"
2. Kazi Hossain, Millersville University, "Immigration in the Age of Trump Presidency!"

SCHEDULE OF CONCURRENT SESSIONS AND PRESENTATIONS

Friday, April 6, 2018

1:30-2:50 PM

Sykes Student Union

Session 3-C | Frederick Douglass and Contemporary African American Media Figures: Media Representations of Race and Racial Justice in U.S. Society

Location: Sykes Student Union Room 252A

Chair: Gooyong Kim, Cheyney University

1. Tonya Smith, Cheyney University, "What have you done to them lately?: Oprah Winfrey's Contribution to African Americans"
2. Hilary Collier, Cheyney University, "Understanding Beyoncé Knowles-Carter: Her Representation, Enterprise, and Implications for African Americans in the U.S."
3. Dante Johnson, Cheyney University, "The Right vs. the Wrong According to the Mainstream Media: Racial Double Standards of Scrutiny in Yellow Journalism"

Session 3-D | Social Justice Transformations: Challenging Complacency, Stigma, and Privilege

Location: Sykes Student Union Room 252B

Chairs: Ursula Payne and Cindy LaCom, Slippery Rock University

1. Ursula Payne and Cindy LaCom, Slippery Rock University, "Intersectionality, Social Justice, and the Media"
2. Sidney Miller, Millersville University, "Stigma within African American and Latino College Communities against Learning Disabilities"
3. Marcus Narcisse, East Stroudsburg University, "Special Education and Accommodating Students with Disabilities the Right Way—Regardless of Race"

SCHEDULE OF CONCURRENT SESSIONS AND PRESENTATIONS

Friday, April 6, 2018

1:30-2:50 PM

Sykes Student Union

Session 3-E | Facilitating Social Change through Open Dialogue: The Diversity Dialogue Project of East Stroudsburg University

Location: Sykes Student Union Room 254

Chairs: Storm Heter, Timothy Radloff, and Ray Muller, East Stroudsburg University's Diversity Dialogue Project

1. Charlotte Aye-Danquah, East Stroudsburg University
2. Caleb Duah, East Stroudsburg University
3. Mercy Owusu, East Stroudsburg University
4. Imani Poteat, East Stroudsburg University

ABSTRACTS & AUTHOR BIOGRAPHIES

Charlotte Aye-Danquah, Caleb Duah, Mercy Owusu, and Imani Poteat

Title: "Facilitating Social Change through Open Dialogue: The Diversity Dialogue Project of East Stroudsburg University"

Abstract: This presentation brings together four undergraduate students who serve as group discussion facilitators for East Stroudsburg University's innovative Diversity Dialogue Project. Students will share the highlights and challenges they experience serving as discussion leaders who employ the Socratic method of teaching through asking questions and who are trained by faculty to handle difficult discussions on race, ethnicity, sexuality, culture, and other topics. In an increasingly diverse society, the skill of talking through differences in an open and safe environment is more important than ever.

Biographies: Charlotte Aye-Danquah is a junior Math major; Caleb Duah a sophomore Exercise Science major; Mercy Owusu an undeclared sophomore; and Imani Poteat a senior Public Health major. All four presenters are undergraduate students at East Stroudsburg University.

Candace Bordner

Title: "Food Insecurity and Restaurant Work Conditions of College Students at West Chester University."

Abstract: This study explores food insecurity in college students working in foodservice. Both college students and food chain workers are at higher risk for food insecurity than the total population. Workplace issues contribute to risk for food insecurity. Using surveys of West Chester University students this study examined workplace conditions of students in foodservice and food insecurity. Results show many college students working in foodservice experience food insecurity and that workplace contexts may contribute to tradeoffs between work and academic success. Results support better workplace policies in foodservice to promote academic success and decrease food insecurity among college students.

Biography: Kimberly Elizabeth Johnson is assistant professor of nutrition researching social aspects of nutrition. Candace Bordner is a graduate student studying Community Nutrition and food insecurity.

ABSTRACTS & AUTHOR BIOGRAPHIES

Timothy Bruno

Title: "Frederick, Is God Dead?": Reading the Douglass-Truth Debate"

Abstract: In 1852, Frederick Douglass called for an antislavery rebellion only to be rebuked with a question from Sojourner Truth: "Frederick, is God dead?" Or so Harriet Beecher Stowe writes in 1863. This presentation takes the Douglass-Truth debate's literary afterlife as a site not for debating violence versus pacifism but for enacting a range of cultural projects, whether urging racial healing in the midst of civil war or demanding federal protection of black civil rights after Reconstruction. Ultimately, this paper complicates not only Douglass's relationship to violence but our understandings of the discursive power of black rebellion in the period.

Biography: Tim Bruno is a doctoral candidate at the University of Maryland studying American and African American literatures of the long nineteenth century. His dissertation scrutinizes depictions of black rebellion across the antebellum and post-bellum periods. He has published in *Journal of American Studies* and received the Stowe Society's Up and Coming Scholar Award.

James B. Chase

Title: "Freeman in Fact": Frederick Douglass's Africanized Christianity as a Gateway to Freedom"

Abstract: The presenter examines how Frederick Douglass combines continental African traditions with Christianity in *My Bondage and My Freedom*. Douglass's narrative subverts the Christian ideology to manufacture a distinct African American culture. The presenter argues that Douglass exhibits action oriented and self-empowering African traditions in slaves' interpretations of Christianity to counteract the Eurocentric God's absolute power, with Douglass himself signifying a griot, a West African storyteller. These alterations to Christianity represent Douglass's desire for action-driven change for oppressed populations. Ultimately, Douglass incorporates an Africanized Christianity to demonstrate different applications of the same ideal and to strive towards cohabitation between different peoples.

Biography: A master's student at West Chester University of Pennsylvania, James is pursuing a creative writing degree. His growing interest in cultural and rhetorical studies has drawn him to explore how authors use the written word to critique and carve their place in the world.

ABSTRACTS & AUTHOR BIOGRAPHIES

Jamie-Clair Chau

Title: "Humanizing the Pedagogy of Teaching English as a Foreign Language in a Globalizing Economy"

Abstract: English has rapidly become one of the most widespread languages, aided by the growing field of teaching English as a foreign language (TEFL). This has increased access to global economic inclusion and upward mobility for societies adapting the language. However, English language dominance may have significant costs to cultural identities and humanization. TEFL, in attempts to reduce vulnerabilities of people, may be creating vulnerabilities instead. Through multilingual dialogue, experiential learning, and reflection, TEFL can begin to humanize teachers, students, and the world through a pedagogy of love for others, love for the world, and love for self.

Biography: Jamie-Claire Chau will soon graduate Messiah College with a Sociology and Anthropology degree. Through her studies of humanity and personal reflective life journey, she has committed that the essence of being fully human is to create and restore loving relationships with self, others, earth, and God.

Hilary Collier

Title: "Understanding Beyoncé Knowles–Carter: Her Representation, Enterprise, and Implications on African American in the U.S."

Abstract: As one of the most popular and influential media figures nowadays, this paper critically examine how Beyonce has capitalized on her racial marker and the cultural heritage of African Americans in the music business and her own enterprise. While Frederick Douglass aimed to agitate for racial justice by the media, she seems to showcase the cause as a part of their show business. This paper will critically examine how she takes a different path in the media from Douglass's in the era of Black Lives Matter movement.

Biography: Hillary Collier is a senior at Cheyney University, pursuing a B.A. in Communication Arts and a Minor in Hospitality (Human Resources). Born and raised in Pittsburgh, she would like to host a radio show on social issues.

ABSTRACTS & AUTHOR BIOGRAPHIES

Catherine J. Dillon

Title: "The Complexities of Teaching Examined Through Spoken Word Poetry"

Abstract: This interactive session examines issues in education/teaching through an original spoken word poem, and invites participants to discuss what this specific piece brings to light. Following the spoken word presentation, the presenter will break down the poem with the audience facilitating a discussion about the poem and the issues it highlights. Through a social justice framework, the discussion seeks to examine pluralism in the classroom, how to support diverse students, and what specific role an educator plays in both of these educational goals. The presentation challenges the audience to examine themselves and engage critically with their own ideals.

Biography: Catherine Dillon is a junior at Millersville University studying Secondary Inclusive English Education. Catherine's passion for Special Education stems from her own experience as an individual with multiple learning disabilities. Stumbling into writing poetry in high school, Catherine found one of her greatest passions in life and has never looked back.

Jason D'Urso, Cassidy Taylor, and Alex Osborne

Title: "Determination of Heavy Metal Concentrations in Public and Residential Water Sources from Northwestern Pennsylvania Using Flame Atomic Absorption Spectroscopy"

Abstract: Heavy-metal poisoning due to corroding pipelines or contaminated watersheds is a potential threat in any community with aging infrastructure. This study collected drinking-water samples across the Crawford, Erie, Mercer and Venango Counties region and on Edinboro University's campus and analyzed them using flame atomic absorption spectroscopy (FAAS). The results will be used to assess if local water supplies are contaminated beyond EPA allowable limits by degraded pipe infrastructure or by other sources such as pollutants in local water sources.

ABSTRACTS & AUTHOR BIOGRAPHIES

Karin Gedge and Mark Higbee

Title: "Frederick Douglass: Re-imagining his Work and Times in the Reacting-to-the-Past Classroom Simulation"

Abstract: In 90 minutes, participants play a highly compressed version of the classroom game, "Frederick Douglass, Slavery, and the Constitution, 1845." We'll assign players roles of historical figures from 1845, divide into two teams, hold team meetings, engage in lively debate about Frederick Douglass' newly published narrative and the place of slavery, quickly vote, then debrief the game. Some will uphold Douglass's Narrative as a truthful description of slavery, while others will defend slavery as an institution built on law and morality. In actual college classrooms, the game takes two full weeks and requires students to prepare in advance. Our "micro" version requires no advance preparation, so please join in!

Biography: Mark Higbee (PhD, Columbia University) is Professor of History at Eastern Michigan University, teaching African American history and American constitutional history. His game on "Frederick Douglass, Slavery, and the Constitution, 1845," co-written with distinguished historian James Stewart, is used in college classes across the country and is forthcoming from W.W. Norton in its Reacting to the Past Series.

Karin Gedge (PhD, Yale University) is Professor of History at West Chester University, teaching American women's history and educating future social studies teachers. She has been using a variety of Reacting to the Past games in her courses and played the Frederick Douglass game at a workshop at Barnard this past June.

Sarah L. Gill

Title: "Striking a Blow to Slavery through Slave Narratives: Frederick Douglass' 1845 *Narrative*"

Abstract: Frederick Douglass' narrative is a raw American story that deserves its place in history. Fueled by the violence against slaves, Douglass ran away and used his testimony as a weapon against slavery in his efforts to end the very institution that oppressed him. By voicing his story, this freedom seeker broke the system that was meant to break him. Through escaping, he denied his body to his masters and reclaimed it as his own. Slaveowners routinely, based on the aforementioned narrative, beat their slaves into submission, which led to politics of freedom, where the whip strengthened slaves' resolve to escape.

Biography: Sarah Gill is a senior English student at West Chester University with minors in African American Studies and Ethnic Studies. She currently interns at West Chester's *College Literature* journal.

ABSTRACTS & AUTHOR BIOGRAPHIES

Kerry Goldmann

Title: "*Hamilton: A Conservative Revolution*"

Abstract: Lin-Manuel Miranda's Broadway musical *Hamilton: An American Musical* garnered praise for its music, talent, and the radical imagery of an all-minority cast of founding fathers. Despite the progressive mission of *Hamilton*, this racial reordering appeals to the Eurocentric standard that galvanizes the coveted role of the conqueror. With minorities at the narrative's helm, is American colonization more digestible, or does this performance merely equalize imperialism as a game for all to play? In order to decolonize the American mind, scholars and artists must take Miranda's idea of radical inclusion further by resignifying roles in American history and culture.

Biography: Kerry Goldmann is currently a PhD candidate at the University of Texas at Dallas. She was a Visiting Assistant Professor at Texas A&M Commerce teaching classes on African American studies and the Civil Rights Movement, and she currently teaches in the theatre department at the University of North Texas.

Kraig Henry, Jr.

Title: "A Legend Reborn in a New Era: Kendrick Lamar and Cultural Politics of Hip-Hop"

Abstract: This paper will discuss Frederick Douglass's ideals and the way Kendrick Lamar has continued to spread Douglass's ideals through his music and speeches. Lamar is one of the many artists and celebrities who have used their platform to speak out against injustices and racism happening towards minorities both men and women. Through music, Lamar uses Douglass' ideals and tactics to fight for equality and against racial injustices and prejudice.

Biography: As a Communication Arts major at Cheyney University, Kraig Henry aims to work in radio broadcasting after graduation. He has created his own motivational brand, Struggle to Strength, and has also produced and engineered several radio programs.

ABSTRACTS & AUTHOR BIOGRAPHIES

Kelly D. Hicks

Title: "Trappin' Our Children: The Effect of Culturally-Relevant Stimulated Lesson Plans to Improve African-American Student Academic Achievement"

Abstract: What would happen if we designed learning material that teaches Black students culturally-relevant content, within the context of the Core Common Standards they already must learn? I propose that the results will do more to truly empower our youth and close the achievement gap. My presentation focuses on the research I conducted proving that culturally-relevant content can be used to increase African-American academic achievement, and I offer examples from my student-focused work-in-progress workbook titled "It's a Vibe: The Culture of Us Educational Workbook", to demonstrate the type of curriculum and lessons plans that could be used by teachers and parents.

Biography: Kelly Hicks is a graduate student at The University of Colorado-Denver (UCD), pursuing her second Master's in Learning Technologies and eLearning. She has over 14 years of experience in program development, instructional design, and has worked in a variety of informal educational settings, including museums, cultural heritage centers, and nonprofits.

Kazi Hossain

Title: "Immigration: In the Age of the Trump Presidency!"

Abstract: In an election year, "immigration" becomes a taboo subject. However, that does not make the subject obsolete because it is an essence of American fabric. The presentation will engage educators through interactive activities to promote an understanding of the immigration process by comparing past and present and hence overcome misconceptions.

Biography: Teaching and supervising student teachers at Millersville for the last 17 years. Published numerous articles on immigration, religion, and white privilege. Taught both undergraduate and graduate courses on multicultural education, assessment, introduction to early childhood education, and instruction to elementary education.

ABSTRACTS & AUTHOR BIOGRAPHIES

Dante Johnson

Title: "The Right vs. the Wrong According to the Mainstream Media: Racial Double Standard of Scrutiny in Yellow Journalism"

Abstract: This paper examines how a yellow journalism of TMZ systematically deploys racist double-standard against African American celebrities. To be more specific, TMZ's claim to serve the public's right to know is abused unfavorably to justify an extreme encroachment of African American celebrities' privacy. To be more specific, this study examines how the outlet deals with Kanye West different from Justin Bieber.

Biography: Dante Johnson is a junior Communication Arts major at Cheyney University and a member of the school's Track and Field team.

Robert R. Lucci

Title: "Staring Down the Panopticon: Surveillance and Resistance to the Controls of Whiteness, Chester Himes and *If He Hollers, Let Him Go*"

Abstract: In *If He Hollers, Let Him Go*, Chester Himes constructs space in racialized terms where whiteness restricts its access and maintains its boundaries. Himes articulates resistance and subversion to hegemonic whiteness by showing a character who recognizes how surveillance adds an additional layer of racist control over black bodies. The characters who accept a conceit of whiteness work to imbed control so that the black characters will then self-surveil and monitor their own behaviors, actions, and mobility. This paper argues that Himes constructs a very modern and subversive concept of race by recognizing, resisting, and critiquing panoptic control.

Biography: Robert R. Lucci is a second-year Masters student at the University of Maryland. He specializes in early twentieth century African American literature with a focus on surveillance and trauma studies. His current work examines how surveillance-induced trauma is represented in the novels of Chester Himes.

ABSTRACTS & AUTHOR BIOGRAPHIES

Caseem Luck

Title: "The Educational Experiences of Immigrant/Refugee students in Central and South eastern Pennsylvania"

Abstract: The qualitative research conducted focused on the educational experiences had by refugee and immigrant individuals in central and southeastern Pennsylvania. In total, the 15 informants who participated in the research study stemmed from eight countries and are a culmination of undergraduate, graduate, and professionals who have completed one year of post-secondary education.

Biography: Caseem Luck is an undergraduate student at Millersville University dual majoring in Political Science and Anthropology as well as a minoring in International studies and African American Studies. In conjunction, with his academics Caseem is an avid Robert Walker Fellow and Student volunteer for After School Corps.

Joshua A. Lynn

Title: "The Black Douglass and the White Douglas: Individual Rights versus Group Identity in a Multicultural Democracy"

Abstract: The unprecedented exchange between black abolitionist Frederick Douglass and white supremacist Stephen Douglas in the 1850s reveals the tension between color-blind inclusion and cultural distinctiveness in a multiracial democracy. Frederick and Stephen's rivalry highlights the difficulties of reconciling liberal individualism and democratic inclusion with the realities of American racism and constructions of racial difference. The inability of many white Americans to envision a multicultural society, as well as the friction within black political thought between color-blind integration and embracing cultural and racial distinctiveness, can be understood through the debate between the "Black Douglass" and the "White Douglas."

Biography: Joshua A. Lynn is a Lecturer and Post-Doctoral Associate at Yale University. He studies race and gender in 19th-century political culture. His book, *Preserving the White Man's Republic*, is forthcoming with UVA Press. His current project, "The Black Douglass and the White Douglas," recounts Frederick Douglass and Stephen Douglas's rivalry.

ABSTRACTS & AUTHOR BIOGRAPHIES

Kalonji McClellan

Title: "Using Genealogy to Promote Pan-Africanism"

Abstract: The uniqueness of Africana Studies can provide an environment that nurtures and empowers students of African ancestry. This presentation will focus on how the inclusion of genealogy in Africana Studies can shift the paradigm in nurturing Black students' academic success and social development.

Genealogy can provide an enriching platform that is conducive for self-discovery of a Black identity. Incorporating genealogy into Africana Studies curricula will provide a study devoted to the critical and systematic examination of Africans and their descendants around the world.

Biography: Kalonji McClellan, MA, is a community consultant whose career spans empowering underserved populations by connecting them with area organizations to serving as an adjunct Africana Studies professor at Tennessee State University. His courses encompassed the areas of Africana studies, the psychological impact of enslavement and colonization, and the African male.

Zairah McDonald

Title: "A New Role to African American Boys Today: Sean 'Jay Z' in His Music and Philanthropy"

Abstract: This paper examines how Sean "Jay Z" Carter can be considered as an example of a public figure to African American boys today. Overcoming his sketchy past, he provides a rich narrative of achieving one's success as an inspiration to African American boys. Producing music on street violence to the importance of financial literacy and good credit, he tries to leave positive imprints on the oppressed. His recent philanthropies like providing bailout funds to hundreds of participants in the Baltimore riots following Freddy Grey's death will be examined. This paper compares Jay-Z efforts to Fredrick Douglass's vision to use the media for racial justice nowadays.

Biography: Zairah McDonald is a graduating senior at Cheyney University with B.A. in Communication Arts (PR) and Minor in Hotel Restaurant Tourism Management. A Philadelphia native and the first in her family to graduate from a four-year college, she will pursue a career in Corporate Communications and Public Relations.

ABSTRACTS & AUTHOR BIOGRAPHIES

Amanda McMenamin

Title: "Tyrannous Tutelage or Educational Emancipation? Interrogating Imperialism and Finding Freedom in Julia Alvarez's *Before We Were Free* (2002)"

Abstract: In Dominican-American Julia Alvarez's young-adult novel, *Before We Were Free* (2002), the perspective of twelve-year-old protagonist, Anita de la Torre, is crucial for a repositioning of the cultural outsider, the US-born reader, for whom the novel is written, enabling the intended audience to view the hostilities of their own nation through inquisitive, innocent eyes. In other words, Alvarez deploys Anita's adolescent self to shed light on the long shadow cast over Dominican identity and liberty by the United States, contrasting the imperial education Ana receives in American schools (both in the United States and the Dominican Republic) with a hard-earned, anti-institutional freedom of thought, thus establishing her inner liberation and development of subjectivity.

Biography: Amanda Eaton McMenamin earned her Ph.D. from Johns Hopkins University, specializing in modern peninsular literatures and cultures. She is currently Associate Professor of Spanish at Wilson College in Chambersburg, Pennsylvania. She has published various essays in academic journals and anthologies and given a variety of presentations on the literatures, films, and cultures of Spain and Latin America. She focuses on the needs of diverse literacy learners and preparing the professionals who teach them.

Marcus Narcisse

Title: "Special Education and Accommodating Students with Disabilities the Right Way—Regardless of Race"

Abstract: In this presentation I discuss my decision to become a special education teacher and its relationship to race. As a black male with a disability, I hope to reach out to other students in similar positions and inspire them to succeed.

Biography: Marcus Narcisse is a junior at East Stroudsburg University. He is majoring in Special Education and Rehab Services.

ABSTRACTS & AUTHOR BIOGRAPHIES

Alexander S. Papprella

Title: "The Paradox of Tolerance: Punching Nazis and the Preservation of Civil Discourse "

Abstract: Philosopher Karl Popper wrote *The Open Society and its Enemies* in the shadow of Fascism in Europe. Karl Popper demonstrated an open society exemplifies all forms of humanitarian and democratic freedoms. One such freedom is the freedom of expression. By examining the values of an "open society" and the "Paradox of Tolerance," one can see our complacency with hate speech and intolerance, directed at oppressed groups, is unacceptable. By examining this paradox one can determine what means of opposition is acceptable in suppressing intolerance, and examine the effectiveness with which social justice groups attempt to preserve and advance free society.

Biography: Alex Papparella received his Bachelors of Arts in Philosophy from Villanova University in 2016. He is currently working towards his Masters of Arts in Philosophy at West Chester University of Pennsylvania.

Nedrick J. Patrick

Title: "Their "Dirty Laundry" Love: The Uncertainty of Strong Black Love"

Abstract: Many African American writers such as Charles Chestnut and James Baldwin have attempted to share their communities' struggles through their racially-centered discourses. Although these types of discourses are created to illuminate the past and present sufferings of African Americans, critics argue that they expose the "dirty laundry" of the Black community with Whites at the expense of their fellow African Americans. However, Phill Wilson in 'Is AIDS Black America's "Dirty Laundry?'" contends that it is how and when authors air this dirty laundry that "either binds us together or tears us apart" (Wilson).

Biography: Nedrick Patrick is a graduate of Mississippi College with a degree in English Literature and Christian Studies and has a Master of Arts from Jackson State University in English. He is a doctoral student at IUP and is the administrative assistant for their Frederick Douglas Institute, majoring in literary criticism and theory.

ABSTRACTS & AUTHOR BIOGRAPHIES

Ursula Payne and Cindy LaCom

Title: "Intersectionality, Social Justice and the Media"

Abstract: Many use the language of “post” to describe the world in which we live: post-racist, post-gender. However, many who use “post” discourse inhabit bodies of privilege, bodies which give them access to power. Our challenge at SRU has been to imagine programming which serves almost as an intervention, first making students aware that there are problems and then offering options for social justice transformation. In a hypermediated world, we have worked to actively bridge disciplinary, programmatic and organizational boundaries to emphasize shared concerns while interrogating the assumptions which undergird prejudice and reinforce complacency. In our presentation, we will discuss programming we have organized with these objectives in mind.

Biography: Ursula Payne, Director of the Frederick Douglass Institute and Chairperson of the Department of Dance at SRU, academic focus includes diverse perspectives on leadership, instructional technology and management in higher education, application of the LMA framework within dance pedagogy (Payne Technique), and creating repertory experiences informed by social, historical, or cultural research.

Cindy LaCom, Director of the Gender Studies Program at SRU and scholar whose publications integrate Disability Studies and feminist and sexuality studies, is a passionate teacher and social justice advocate. Her pedagogy and programming are powered by the belief that education, action and collaboration can change the world.

Erica-Lyn Russell

Title: “One Man is Here For Us All: Kendrick Lamar and Hip-hop Poetics for Racial Justice”

Abstract: As a contemporary adaptation of Frederick Douglass’s vision for racial justice, this paper examines how Kendrick Lamar tries to raise critical consciousness on the issue through his music. Although the mainstream media outlets bash African American males, Kendrick Lamar tries to agitate audience’s sense of justice against the continued oppression based on racial, ethnic, and sexual differences, taking audiences to a vivid journey through his neighborhood filled with police brutality, being buried in gang life, and losing dear friends and family to senseless violence. Frederick Douglass would be proud to find out that Kendrick Lamar’s music plays a vital role in showing the true struggle African Americans have gone through.

Biography: Erica-Lyn Russell is a senior at Cheyney University, pursuing a B.A. in Communication Arts. She competes on the Track and Field team and is a member of the Keystone Honors program.

ABSTRACTS & AUTHOR BIOGRAPHIES

Kathryn L. Solic and Kathleen Riley

Title: "The Impact of Pre-Service Teachers Confronting "The Race Problem" in an Urban Education Fellowship: Learning to Build Racial Literacies for Social Justice Teaching"

Abstract: This qualitative study analyzes the experiences of undergraduate pre-service teachers as they participated in an extracurricular fellowship focused on urban education and social justice teaching. In our presentation, we will share how each space of the fellowship offered opportunities to learn about race and racism. After an overview of our findings, we will invite past and current fellows to share some of the key takeaways, turning points, and persistent questions in their journeys to become more racially literate through the program. We will conclude by discussing implications for teacher educators and others doing anti-racism work on college campuses and beyond.

Biography: Kathleen Riley is an assistant professor in the Department of Literacy in the College of Education and Social Work at West Chester University of Pennsylvania. Her research focuses on teacher inquiry and activism and critical literacy education in both K-12 and teacher education contexts.

Kathryn Solic is an assistant professor in the Department of Literacy in the College of Education and Social Work at West Chester University of Pennsylvania. Her research focuses on meeting the needs of diverse literacy learners and preparing the professionals who teach them.

Ana Sanchez

Title: "Intersemiotic translation of the 'Life of Henrietta Lacks by Rebecca Skloot: Opening a dialogue about racism and discrimination in the language classroom"

Abstract: This paper examines how intersemiotic translation, the process of translating from a linguistic code to another semiotic code or vice versa, can become a pedagogical tool to open a dialogue in our classrooms about the underprivileged and marginalized communities in the United States. Social justice has become a concerning issue in our country and the world nowadays, and by providing an open and safe space to dialogue, we are also creating awareness and advocacy for inclusion and diversity in our campuses, classrooms and communities.

Biography: Professor Sanchez teaches Spanish at the Language and Cultures Department of West Chester University. She teaches Spanish 101, 102, 201, 202 as well as culture cluster courses. Sanchez has also led several study abroad programs to Costa Rica and Guatemala since 2010. She has also been a member of various committees that promote the internationalization of West Chester University campus, such as the International Festival, the International Conference Knowledge Crossing Borders between UNA, Costa Rica and WCU, West Chester, PA.

ABSTRACTS & AUTHOR BIOGRAPHIES

Carol A. Smith

Title: "Resisting 21st Century clubs and stones: Countering race-based and wealth-based gaps in teaching digital literacy."

Abstract: As Douglass overcame racist resistance while teaching slaves to read, so must today's classroom teachers overcome institutional racism to ensure equitable literacy instruction for 21st Century learners. Because students of color and economic need often under-perform on standardized tests, they are disproportionately required to use computer-based "intervention" programs. While their peers use computers for rich learning purposes, these students engage in skill-and-drill test practice that develops neither traditional nor digital literacy. This paper shares observations from an urban middle school where teachers are countering that racism and classism to facilitate all students' digital literacy development.

Biography: Carol Smith, associate professor and Literacy department chairperson at West Chester University, researches computer-based pedagogy. Her recent work explores iPad-based teaching and learning through the lenses of best practice, social justice, and teachers' professional development.

Margaret Smith

Title: "African American youth aging out of the child welfare system: Educational services to support transition to adulthood"

Abstract: Most youth that pursue adulthood have family support (Arnett & Fischel, 2013), youth aging out of child welfare system or being emancipated from the system tend to enter this phase of life without family support and access to resources (Alexander, 2010). Enrollment in any post-secondary education provides African Americans youth aging out of the child welfare system, the greatest opportunity to enhance positive adulthood outcomes (Courtney & Dwarosky, 2006). Collaboration of university and child welfare systems can be a model of support.

Biography: Dr. Smith is an assistant professor at Edinboro University in the Social Work Department and the BSW Field Director and Placement Coordinator. She is the co-chair of the Frederick Douglass Institute. As a faculty member, her primary teaching assignment is in the BSW program and she also teaches in the MSW program. Dr. Smith has over 35 years of social work practice as a licensed social worker, and trainer. Research interest are related to African American youth and child welfare, social and economic justice for families of color, and empowering students with disabilities for field education.

ABSTRACTS & AUTHOR BIOGRAPHIES

Tonya Smith

Title: "What have you done to them lately?: Oprah Winfrey's Contribution to African Americans"

Abstract: To examine whether contemporary African America media figures realize Frederick Douglass' vision or not, this paper examines how they use their popularity and influence to discuss racial and social injustices and inequalities. To that end, this paper highlights Oprah Winfrey on her enterprise and its impact on African Americans by analyzing her contributions to African Americans in comparison to contributions made by Frederick Douglass.

Biography: Tonya Smith is a senior at Cheyney University double-majoring in Communication Arts and Liberal Arts (Philosophy). As a member of the Keystone Honors Academy and The National Society of Leadership and Success, she placed first in Cheyney University's oratorical contest. After graduation, she plans to pursue a Ph.D. in Communication Studies.

Tonya Thames Taylor

Title: "The Currency of Geo-Political Identities: Iconography, Imaging, and Frederick Douglass"

Abstract: In the illustrated biography *Picturing Frederick Douglass* (2015), readers have an opportunity to read essays explaining why Douglass considered photography to be a democratizing force. Dr. Thames Taylor gives context to those essays as she discusses the meaning of Confederate and civil rights memorials and the impact and influence iconography has in space, place, and geo-political identities in ethnic currency.

Biography: Associate Professor of History at WCU, Dr. Tonya Thames Taylor is an FDI board member and the founding director of WCU's African American Studies program. A peace activist, environmentalist, play enthusiast, art collector, philanthropist, and active Quaker, she serves on the boards of several historical associations. She is proudest of her fundraising efforts for People's Hall, a stop on the Underground Railroad located in Ercildoun, PA.

Zachary Wooten

Title: "Addressing Political and Social Division in Higher Education, the Complications of Religion and Freedom, and the Wisdom of Frederick Douglass and Parker Palmer"

Abstract: To re-image diversity, multiculturalism and social justice, educators ought to consider complications of religion and freedom as a launching point for addressing political and social division. The author explores ways that various religious and spiritual traditions experience tension with conceptual frameworks of freedom. Next, the author explores the writings of Parker Palmer to identify considerations for moving beyond complications, tension, and division. Finally, the author offers a critique of Palmer's perspective and considers the current state of higher education, the nature of deep political and social division, and some ways we can respond heeding the wisdom of Frederick Douglass.

Biography: Zachary C. Wooten is an Instructor in the Honors College at West Chester University of Pennsylvania. His scholarly background and interests include leadership studies, family communication, and religion/spirituality.

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We wish to express thanks to FDI's Collaborative under the leadership of Dr. Veronica Watson of IUP. We are grateful to the FDI Leadership on the 14 campuses of PASSHE for their guidance and support.

We are indebted to the following administrators and staff at West Chester University:

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The WCU University Forum
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FREDERICK DOUGLASS INSTITUTE

WEST CHESTER UNIVERSITY

The Institute is named after one of America's best known heroes, Frederick Douglass, the former slave, distinguished author, and statesman. The mission of the Frederick Douglass Institute at West Chester University of Pennsylvania (FDI) is to maintain the legacy of the great abolitionist, orator, and statesman Frederick Douglass before the campus community, local community, region, and the nation through the highest quality of academic programming that promotes excellence in scholarship, teaching, and institutional advancement. Consistent with its mission, and with the mission, vision, and values of the university, the Institute is an educational and cultural resource for advancing multicultural studies across the curriculum and for deepening the intellectual heritage of Frederick Douglass, the former slave, distinguished orator, journalist, author, and statesman. Douglass, who was a frequent visitor to the West Chester area, gave his last public lecture on West Chester's campus on February 1, 1895, just nineteen days before his death. Guided by the spirit of Douglass and his legacy, the Institute aims to create opportunities to build a better community for all of us to fulfill our destiny as human beings. Perhaps Douglass himself put it best when on October 1, 1865, at the inauguration of an Institute named for him in Baltimore, Maryland, Douglass said that the mission of that Institute was, in part, "to be a dispenser of knowledge," and "a radiator of light." Douglass also declared in his remarks that "In a word, we dedicate this Institution to virtue, temperance, truth, liberty, and justice." Through the leadership of WCU, there are Frederick Douglass Institutes at all fourteen campuses of the Pennsylvania State Universities System. Collectively the Frederick Douglass Institutes at all 14 campuses of the Pennsylvania State University System are known as the FDI Collaborative.

FDI accomplishes its mission by:

Recognizing excellence in scholarship and serving the campus community, region, and nation through:

1. Patricia Grasty Gaines Book Award
2. Graduate Assistantships
3. FDI The Lunch (En)Counter Series
4. Bi-annual inter-disciplinary conference on Douglass

Recognizing excellence in teaching and serving the local community and region through:

1. Frederick Douglass Summer Scholars Program
2. Wells Fargo - WCU FDI - Coatesville Area School District Academy
3. Middle and High School Educational Outreach Program

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Vision

Our vision is to be, as was Frederick Douglass, continually empowered through knowledge, and to, through such empowerment, strive for justice both in the academy and beyond.

Major accomplishments:

The historical monument for Frederick Douglass The Frederick Douglass Statue - in the Dr. Clifford E. and Inez DeBaptiste Plaza
The Frederick Douglass Lecture Series - Dr. Clifford E. DeBaptiste

