"Living Historiography - I Will Speak for Myself"
Valerie Joyce, Faculty, Theatre
10:00 a.m., Cinema (Lower Level Connelly)
Combining solo performance and historical research to breathe life into public records and memoirs, this session shares the voices and experiences of long-forgotten African American women and illustrates how historical research and performance create a living historiography that enhances our understanding of abolitionism, life after slavery, and the fight for women’s education and equality. Revivifying three unexamined lives, we see the ways black women shaped the American experience from its very beginning through nonviolent social change in an intensely racist society.

"U.S. Universities and Sweatshops: How Students Are Combating Economic Injustice"
Yvonne Nguyen, Student, Peace & Justice
10:00 a.m., Radnor Room (Lower Level Connelly)
After recognizing the link between race and class, Dr. Martin Luther King, Jr. co-organized the Poor People’s Campaign as the second part of the civil rights movement. The campaign was a multiracial effort aimed to alleviate poverty regardless of race, and, although the campaign was not successful, modern day movements for economic justice have arisen. This class will specifically focus on the efforts of university students from United Students Against Sweatshops as they fight (and win) campaigns alongside international garment workers, campus workers, adjunct faculty, and student workers.

"Prison Abolition: Reaching Past The Status Quo?"
Harry King and John Pace, Alumni, Liberal Studies & Graterford Alumni Group
10:00 a.m., St. David’s Room (Lower Level Connelly)
Martin Luther King Jr. had a Dream for us to be "judged not by the color of our skin but by the content of our character." Just like Dr. King compelled us to imagine a world free from racism, in envisioning a society with no prisons, we want to open our society’s minds to a justice system based on healing rather than revenge. We will explore the intersections of the prison industrial complex and what it will take to strip it of its power. Prisons have become rather a source of economic stability than a vehicle for justice. You will hear perspectives from two people who, combined, served almost 50 years in prison.

"If We Don't Name, It Doesn't Exist!"
Shalyssa Smith, Student, Office Residence Life & Intercultural Affairs
10:00 a.m., Devon Room (Upper Level Connelly)
At Villanova University we are founded on the notion of three Augustinian values, Unitas, Veritas, and Caritas: Community, Truth and Love. A mission that underlies every aspect of campus, including our residence halls. As a resident assistant, student leaders are promoted the task of unifying their residents and creating an inclusive environment that students can thrive in. However, to begin that process we must celebrate difference. This session will elaborate on how Chat-N-Chew’s; a diversity and inclusion discussion space, enables resident assistants to embrace and expose their residents to controversial conversations in a neutral, welcoming environment.

"Dr. King's Villanova Speech 1965"
Jessie Dern-Sisco, Faculty, Philosophy
10:00 a.m., Bryn Mawr Room (Upper Level Connelly)
Before the march from Selma to Montgomery, King gave a speech at Villanova in the Field House (Jan. 1965). I accessed this speech from Special Collections, and I taught it alongside King’s “Letter from a Birmingham Jail.” It is a valuable text that contains a history of race in America, “myths” blocking social progress, references to Plato and others, and calls for us to develop “divine discontent” in the face of injustice. During my session, I aim to give an overview of the speech, draw connections to the Birmingham letter, and engage participants in conversation about quotes from the speech.
11:30 a.m. Sessions

“Theater and the Politics of the Disappeared”
Barbora Prihodova, Faculty, Augustine and Culture Seminar Program
Raul Diego Rivera Hernandez, Faculty, Romance Languages
11:30 a.m., Cinema (Lower Level Connelly)
This session draws on Martin Luther King’s plea for non-violent resistance against oppression by addressing theater as a political tool challenging state violence. We focus on the performance “Frozen Cities to Survive the End of the World” by Mexican theatre collective Teatro Para El Fin del Mundo that was created around the enforced disappearances of 43 students in Ayotzinapa, Guerrero in 2014, and presented at Prague Quadrennial of Performance Design and Space in 2015. We discuss the potential and limits of theater to create transnational empathy and raise awareness of human rights.

“Performative Wokeness in an age of neoliberal activism”
Gabriela Puche, Student, Global Interdisciplinary Studies
11:30 a.m., Radnor Room (Lower Level Connelly)
What does it mean to be woke in an age where performing wokeness is exchanged for social capital? My focus will be on mainstream pride and how performing wokeness in pride often erases the narratives of queer and trans people of color. Ultimately, I hope to have a conversation about how to create activisms that, instead of simply performing, we actually resist and transform the communities we want to impact. Instead of complicity participating in a culture that commodifies social justice, we become agents of change that are interested in transforming it.

“Deviant Individuals Versus Monstrous Cultures: Race, Nation, and Blame in Sexual Violence”
Miranda Pilipchuk, Faculty, Philosophy
11:30 a.m., St. David’s Room (Lower Level Connelly)
This session will contrast the American discourses surrounding acts of sexual violence committed by white American men with those surrounding acts of sexual violence committed by non-white non-American men. We will pay close attention to the recent series of disclosures of sexual harassment and violence, including the “me too” campaign, in comparison with the American war on terror, and the ongoing association between non-white non-American men and sexual violence. Ultimately, we will highlight the way in which both race and nation shape how blame is assigned in cases of sexual violence.

“Asian in the Media: Let’s stay silent (Or should we?)”
Terence Yee, Faculty, Education & Counseling
11:30 a.m., Devon Room (Upper Level Connelly)
According to a recent UCLA report, only 3%-4% of roles in scripted broadcast and cable shows for the 2014-2015 season went to Asian characters. In the top 100 films in 2015, none of the leading roles went to Asians. When cast, the portrayal of Asians is often stereotypical and shallow, further perpetuating the stereotype of Asian individuals. This session will focus on the historical context of Asians living in United States, the problematic portrayals of Asians in the media, and ways to increase positive Asian representation in the media.

“The Role of Leadership in Ensuring Education Equity for Social Justice”
Tolulope Omodara, Student, Public Administration
11:30 a.m., Bryn Mawr Room (Upper Level Connelly)
Martin Luther King Jr. had a dream that his children would live in a nation where they would be judged, not by the color of their skin but by the content of their character. If MLK’s dream for younger generations is to become reality, the inequity in America’s education sector must be redressed and this is the responsibility of community leaders - not politicians. This session will examine the lingering trend of education inequities, including underrepresentation of minorities among teachers. I will then propose effective leadership as a solution.
“Speaking with, and Embodying, the Other: Conversations with Ta-Nehisi Coates’ Between the World and Me”
Heidi Rose, Faculty, Communication
1:00 p.m., Cinema (Lower Level Connelly)
Students in Dr. Heidi Rose’s COM 3241 Performance of Literature class will perform sections of Between the World and Me juxtaposed with other texts (including poems, tweets, memoir, raps) to address personal and societal perceptions of, and/or experiences with, racism in the US. Discussion will engage a) challenges of embodying difference, b) how Coates’ work inspires connections to other texts, and c) ways in which these performances may be calls to action.

“The Importance of Comic Books in Growing a Culture of Diversity During the Early Days of the Civil Rights Movement”
Brian Sirak, Staff, UNIT
1:00 p.m., Radnor Room (Lower Level Connelly)
It has often been hypothesized that the Uncanny X-men are an allegory for the Civil Rights Movement in America, I will delve into the similarities and differences that occur in this analogy. More specifically I wish to explore the importance of exposing children to the ideas of acceptance and tolerance of Hegel’s “other.” The move in comic books to include culturally relevant issues and change the literal face of the superhero broke new ground and allowed children to actively participate in a discourse previously reserved for adults. This is an update of a previous Freedom Scholl talk.

“Can Women Trust Each Other?: Women in Dialogue with Other Women”
Ariella Bradley, Staff, Office of Diversity and Inclusion
1:00 p.m., St. David’s Room (Lower Level Connelly)
Dialogue is a process of sharing thoughts, feelings and ideas with others. Good dialogue is based on honesty and trust. The national discourse in our country seems marked by distrust. As a result, groups are set against each other on the basis of race, gender, class, etc. Even within groups, distrust seems evident. Our discussion will examine the ways our current social climate has constructed divides among women and how these divides can be traversed. Following a brief discussion of women from different age, racial and professional groups, we'll invite the audience to join the conversation.

“Racism in the US Catholic Church: An Augustinian Perspective”
Fr. Arthur Purcaro, Staff, Mission and Ministry
1:00 p.m., Devon Room (Upper Level Connelly)
Racism. What is it and how does it manifest itself today in the US Catholic Church? What does Scripture tell us about racism? What does Catholic Social Thought have to say about racism? After examining these questions, we will discuss the Augustinian Ideal and Martin Luther King Jr’s “I Have a Dream” speech. In addition, the session will explore possible concrete actions or activities we can engage in and promote in order to align ourselves more faithfully with prophetic voices seeking non-violent solutions to racism.

“Disabled or Differently-Abled: Overlooked Minority in the US?”
Gay Strickler, Faculty, Sociology; Christa Bialka, Faculty, Education
1:00 p.m., Bryn Mawr Room (Upper Level Connelly)
While there has been a great deal of discussion about discrimination on the basis of race and gender, disability has often been ignored or given a back seat. The purpose of this presentation is to look at the topic of disability from the perspectives of a sociologist, an educator and a student. What barriers do individuals with disabilities face in society, and what can be done about the exclusionary and prejudicial societal attitudes and practices that exist today? Specific attention will be given to the connection between the arts and the differently-abled to reflect an upcoming art exhibit at Villanova of works by the disabled.
“Affirmative Action OR Black Privilege?”
DeVon Jackson, Alumnus
2:30 p.m., Cinema (Lower Level Connelly)
Within the minds of many Americans is the notion that Black Privilege, Reverse Racism, and Black Extremists are alive and very active inside the country we live in, within groups such as Black Lives Matter. The argument used to prove this case resides within the practice of affirmative action and beliefs and behaviors that complement creating inclusive cultures. The rhetoric within our current political climate contributes to claims that privilege is an experience that “everyone benefits” from. Come... listen...learn... discuss...defend... and have dialogue as we use TED speaker Brené Brown's work on empathy to understand the dynamics of privilege and affirmative action as it relates to creating diverse and inclusive communities. This session brings to the forefront some examples of the failed promise of “freedom for all,” that MLK spoke of through highlighting narratives that are systemic within behaviors, policies, and institutions.

“Whitewashed Legacies: What We Don't Learn About Black Leaders”
Liam Hoover, Student, Accounting/Peace & Justice; Jubilee Marshall, Student, History/Honors
2:30 p.m., Radnor Room (Lower Level Connelly)
Education shapes future generations who will in turn become voters, making curriculum decisions tools to forward political agendas. In the US, the history and legacy of black political leaders are often manipulated and whitewashed. Nelson Mandela is treated as a symbol of peace despite his leadership in South Africa's armed struggle. Many people have only generic knowledge of MLK and his politics despite celebrating a national holiday in his honor. This session intends to analyze the political impact of what is included, omitted, and emphasized in our education.

"Jumping forward: What comes after Vanillanova?"
Krista Malott, Faculty, Education & Counseling
2:30 p.m., St. David's Room (Lower Level Connelly)
In this interactive workshop, together we will work to transform ourselves and continue growth beyond the "Vanillanova" stereotype. We hope each person leaves the session empowered, and skilled, to make meaningful change within our own 'Nova spaces.

"Unequal Access to Education: A Foundation of Inequality"
Oliver Roberts, Student, Political Science
2:30 p.m., Devon Room (Upper Level Connelly)
Session Cancelled

"Social Justice is Global Justice"
Delia Popa, Faculty, Philosophy
2:30 p.m., Bryn Mawr Room (Upper Level Connelly)
The guiding idea of this class is inspired by Iris Marion Young's critical theory of justice and by Linda Martin Alcoff's theory of social identity. In the light of claims coming from feminist and racial studies, justice is redefined as a tool to address the general phenomenon of social oppression and exclusion. Taking Young's analysis of social groups as a support, the class will aim at approaching specific narratives of the oppressed, be it those of exploited workers, of marginalized populations or of social groups suffering from powerlessness, cultural imperialism and violence. In the second part of the class, we will explore the idea of social visibility considered as the condition of our practice of social justice.