Trauma in Everyday Life: Trauma, Compassion, and Reconciliation

2020 Annual Student-Faculty Conference
April 3, 2020, at Madison College

Unfortunately, the Conference was cancelled due to COVID-19 Pandemic.
This was the scheduled program.

This Conference is sponsored by the Wisconsin Institute for Peace and Conflict Studies, the Madison College Office of Diversity and Inclusion, and the Madison College Center for International Education.
It is with great respect that Madison College acknowledges and celebrates the inherent sovereignty of Ho-Chunk Nation and the 11 indigenous First Nations within what is now referred to as the State of Wisconsin. The sacred ancestral land you are standing on in Madison and at our regional campuses is that of the Ho-Chunk People.

The Ho-Chunk Nation, in English translates to “People of the Big Voice” or “People of the Sacred Language.” The Nation is comprised of twelve clans, the upper clans “those from the sky” (Thunder, Warrior, Eagle and Pigeon), and lower clans “those on the earth” (Bear, Buffalo, Deer, Wolf, Elk, Fish, Water Spirit, and Snake) each with distinct responsibilities such as judicial matters, health and safety, and civic governance.

The Ho-Chunk Nation’s ten million acres of ancestral land remain recognized in treaties between the United States and the Ho-Chunk Nation. “Teejop” in Ho-Chunk translates to “Four Lakes,” which refers to lakes Mendota, Monona, Kengonsa and Waubesa, all connected by the Yahara River in the Madison Area. Madison College will continue to grow and build upon our partnerships with the Ho-Chunk Nation and the First Nations.
Keynote Address:
Arno Michaelis and Pardeep Kaleka
The Gift of Our Wounds

From the tragedy of the Sikh Temple shooting, the authors will reflect on how compassion and reconciliation can lead toward peace building.

Special Workshop: United Against Hate

Masood Akhtar will lead a panel regarding violence and hate and how to respond for the betterment of the community.

Special Workshop: Marcus Lewis

We’re Still Here: The Impacts of Historical Trauma Upon Native American Educational Access and Achievement

Dr. Lewis will highlight the traumatic experiences of the Ho-Chunk, and discuss the repercussions it has had upon the Ho-Chunk People’s attitudes toward mainstream American Education in modernity.

Special Exhibit:

Refugee for 50 minutes: From Syria to Germany
Khalil Dokhanchi
Islam, Democracy, and Governance: Lessons from the Islamic Republic of Iran for the Arab World

Ali R. Abootalebi
University of Wisconsin - Eau Claire

Iran has experienced a sociopolitical revolution in the past forty years, transmuting from a patrimonial, rentier state into a welfare state. Iran’s experimentation with Islamic Republicanism raises many questions and concerns about the nature of state-society relations and democracy in modern Iran. Every society must formulate its own strategy and travel toward political democracy, determining the levels and degrees of political rights and civil liberties within its defined cultural and socioeconomic milieu. Whilst, the failure of politics and political leaders in Arab countries has meant the rule of politics by powerful families, elites, and military and bureaucratic sub-classes that has galvanized radical thinking and the emergence of militant groups in the name of Islam. The failure of political Islam in governance in Arab countries reflects the failure of Arab politics in governance. Iran’s experimentation with ‘Islamic Republicanism’ offers lessons for the Arab countries.

The 'Deal' is out and likely off. What are possible ways forward in the Middle East? (Panel)

Ali R. Abootalebi
University of Wisconsin - Eau Claire
Khalil Dokhanchi
University of Wisconsin - Superior
Robert Pyne
St. Norbert College

The Trump Administration’s ‘deal of the century’ has already been opposed by the Palestinian leadership and 94% of the Palestinians. Could this deal proposal be considered as a starting point and both Palestinians and the Israelis should build on it? Are there still hopes for a viable two-state solutions? Are there other alternatives need exploring? This panel tries to address some of these issues.
Peacebuilding in the Face of Violence: Pathways Forward in Divided Societies

Geoff Bradshaw
Madison College

This session will discuss the presenter’s personal experience working with communities in three countries, that were divided by conflict, but have developed models or programs to repair relationships and build peace. Examples from Croatia, Northern Ireland and El Salvador will look provide humanizing perspectives into the specific challenges in these societies and discuss strategies for peacebuilding that could be applied in everyday life in any community.

Refugee Community Resilience: A Framework for Building Resilience & Considering the Lens of Trauma as Practitioners (Poster)

Anastassia Christensen
University of Wisconsin- Milwaukee

The author of this poster is Refugee Life Skills AmeriCorps Alumni with World Relief Fox-Valley and a Master of Sustainable Peacebuilding Community Fellow working with Catholic Charities on refugee education and community resilience initiatives. Drawing on these experiences, this poster presents the Catholic Charities Milwaukee framework for building refugee and immigrant community resilience through strengths-based programming, effective volunteer training, and strong relationships with community members and partners. This poster will consider the lens of trauma when working with refugee and immigrant families, presenting questions we may ask ourselves as practitioners, service providers, and volunteers/community members. Characterizing opportunities and challenges in a community context, this poster highlights real-world examples from Milwaukee that are supporting resilient communities.

Not One More: The Horrors of "Honor Killing."

Emily Dehmer
St. Norbert College

Roughly every ninety minutes, one person in the world is brutally murdered in a practice known as “honor killing.” Honor killings are acts of retribution committed by males against female...
family members who are believed to have brought dishonor upon the family, typically through being sexually immoral. These killings occur across cultures, religions, and continents; most of them occur in Muslim-majority countries, though Islam is against the practice. Disturbingly, honor killings are on the rise. Honor killings are not only a women’s rights issue, but a human rights issue. Honor killings violate a human’s fundamental right to life, and sickeningly, these crimes often go unpunished. To end this egregious practice, short and long-term protective and preventive reforms must be enacted. Thousands of women are brutally murdered every year for wanting the right to live their lives as they please. Let these women not be forgotten, and let them not have perished in vain.

“Why Me?” Examining Trauma through the Lens of Religion

Michael Donahue
Cardinal Stritch University

A survey of the world’s religion—from the perspective of trauma—reveals the attempt of religious founders to develop systems of thought to explain why people suffer. Notions of sin and forgiveness as they are associated with eternal reward or eternal damnation fill the pages of Jewish, Christian and Islamic writings. In the stories of Hindus and Buddhists scriptures ideas about the connection between one’s karma and reincarnation can be seen. This paper proposes an examination of representative selections from these religious traditions to reveal the variety of explanations for evil and suffering in the world’s major religions. These stories/ideas help adherents process the effects of trauma in their individual and corporate lives in order to better make sense of the traumatic world in which they find themselves.

Mothers Burying Children: Stories of Genocide and Trauma in a United Nations Unfinished Decolonization Case

Michael Fonkem
University of Wisconsin - Oshkosh

Although the global community vowed “never again” following the 1994 Rwandan Genocide and the ensuing trauma on the people, the same global community appears to continue to look away at yet another genocide unfolding in another African country since 2016. This paper focuses on the ongoing trauma-inducing genocide in
Cameroon in which mothers do not only watch with horror the slaughter of their children by the country’s military when not seeking refuge in the bushes but are now forced to bury the children themselves contrary to African norms and expectations. From Sandra Harding’s standpoint epistemology, I argue that the marginalized and/or oppressed peoples and groups are left to their own devices in the fringes of the knowledge, power, and authority that the leadership of the world community exert. Using the life-story methodology the paper makes a claim for a relational framework for dealing with trauma-causing situations in all human societies.

*Teaching Trauma and ‘Just Forgetting’ through the Works of Viet Thanh Nguyen*

Lauren Gantz,  
*University of Wisconsin - Stevens Point*

In this paper I discuss my experiences teaching Viet Thanh Nguyen’s Pulitzer Prize-winning novel *The Sympathizer* along with his scholarship about the Vietnam War. Nguyen’s narrator, an unnamed, Eurasian double-agent, requires students to think critically about how categories of victim/perpetrator, winner/loser, and us/them are unstable and permeable. In recognizing how one can both inflict and endure trauma, my students developed new frameworks for thinking about the conflict in Vietnam. We discussed how all parties involved have taken efforts to (dis)remember the war in ways that can be political and self-serving. Ultimately, students questioned whether we can achieve what Nguyen calls “just memory”—a true remembering, reconciliation, and moving forward. At the end of the semester, I allowed students to design their own research projects. I received scholarly papers, model lesson plans, and creative works dealing with many of the themes we’d addressed throughout the semester: trauma, memory, and justice.

*DACA Recipients and Their Civil Liberties*

Alejandra Gonzalez, Melissa Rojas, and Russell Brooker  
*Alverno College*

This research study was conducted in order to identify and explore DACA recipients’ opinions and perspectives concerning their civil liberties, and, if they felt these civil liberties were protected and equal to those of U.S. citizens. Fifteen DACA recipients were interviewed,
all from Latin American countries and between the ages of 18-30. In analyzing the responses from the interviews both positive and negative themes were found. Among the positive themes were capability of physical asset ownership, future career opportunities, partial stability in immigration status and ability for civic engagement. In terms of negative themes identified, the most prevalent were the themes of uncertainty, development of mental health issues, police/public profiling and need of DACA participants to educate others. This research goes more deeply and into the details of these themes and how immigration policies on DACA have impacted these individuals’ lives, mentality, and those around them.

Peace Education in Milwaukee Schools: A Current Violence Prevention Program & Its Impact (Poster)

Madeline Hahn and Chi Pham
Marquette University

The Center for Peacemaking (CfP) at Marquette University implements peace education and violence prevention programming in partnership with local schools across Milwaukee. The CfP’s Peace Works (PW) Curriculum aims to increase young people’s ability to identify and resolve conflicts using non-violent communication. The program teaches students skills to reduce attitudes toward aggression and increase abilities to use nonviolent strategies.

The proposed poster details an empirical study utilizing quantitative and qualitative methods to investigate the effectiveness of PW in changing students’ beliefs about aggression and use of nonviolent strategies. Data were collected from a sample of 207 students from 6th grade to 12th grade from three schools in Milwaukee. Participants were administered the Beliefs about Aggression and Alternatives survey (adapted from the Center for Disease Control) and an open-ended questionnaire. Analyses demonstrate growth in participants’ attitudes toward conflict resolution techniques as well as possible mechanisms underlying this relationship.

Electoral Systems and Their Relationships with Voter Turnout and Disproportionality

Reed Hoffmann
University of Wisconsin - Eau Claire

I have compiled a database of 64 democracies and their legislative elections from 2010 to 2019. For each election, I have included
measurements of disproportionality, effective number of parties, voter turnout, along with additional variables. I focus on answering the following questions: (1) What relationships, if any, exist between disproportionality levels and voter turnout; and (2) Are there significant differences between electoral systems regarding the previously mentioned variables? After running statistical tests, I have arrived at the following conclusions: (1) Elections with single-seat constituencies have significant differences in means from elections with multimember constituencies for disproportionality levels, effective number of parties, and voter turnout; and (2) In Europe and Asia, there is a strong, negative correlation between voter turnout and the disproportionality level of an election. These findings offer evidence that multimember constituency-based elections provide voters with more choice in political parties and increase the likelihood that they vote.

*Transforming Trauma: Exploring an Exemplarist Moral Theory*

Paul F. Jeffries

Ripon College

Trauma is a ubiquitous human phenomenon that occurs at many different levels—interpersonal, local communities, regional or national, and even international, to name just a few. How people cope with such conflicts can be as varied as the conflicts themselves. However, in some situations, people are able to deal with these traumatic situations in truly remarkable ways. Their abilities to transform these challenges can make them noteworthy moral exemplars from which we may learn much about what it means to be moral and to live good lives.

This paper will explore what philosopher Linda Zagzebski calls an “exemplarist moral theory.” She suggests that we can ground a sufficiently robust moral theory on our admiration of heroes, saints, and sages, many of whom have overcome traumatic experiences. After briefly examining Holocaust rescuer Leopold Socha and Jean Vanier and L’Arche caregivers, I explore how such a theory can be developed.
Trauma: The Lasting Effects of Fight for Freedom

Marcus Josiger
University of Wisconsin-Stevens Point

Trauma can occur from a variety of incidents in one’s life. Near-death experiences being one of them. And Brendon Hughes a former member of the Irish Republican Army has no shortage of these experiences. Brendon Hughes is just one of several people interviewed and recorded on audio documenting the lives of former IRA members. Most of my writing will focus on him and his story in the recently published book “Say Nothing.” As mentioned previously the book focuses on various participants of the IRA and uses their stories to portray the traumatic events they have endured to the reader. In addition to this, I will be focusing on how Brendon Hughes’s experiences and recollection of events he participated in have affected him through the years. Furthermore, I will include a summary of the IRA and their history to give more context to Brendon Hughes’s story.

Voices for the Voiceless: Testimonial Ecology in Gioconda Belli’s The Inhabited Woman

Maya Kasch,
Alverno College

In this paper I analyze the distinction between testimonial literature, ecological commentary (specifically from an action-theoretical point of view) and feminist ideology as presented in Gioconda Belli’s 1988 novel, The Inhabited Woman. I argue that Belli connects the 23-year old, upper-class protagonist to her Mayan ancestry to show how the trauma of the Spanish conquest is manifested in the social unrest of the Nicaraguan Revolution (1979-1990). The novel follows two parallel stories: the indigenous resistance to the Spanish and the modern insurgency in Central America with various points in common. Lavinia, the protagonist, struggles to live within the confines of patriarchal structure and to conquer her fear of joining the Revolutionary Movement. In so doing, she moves from a space of privileged blindness to feeling compassion for the Other.
The nexus of trauma and transitional justice in the Rohingya conflict.

Tonny Raymond Kirabira  
Portsmouth Law School

This paper examines the recent Rohingya crisis in Asia from both peacebuilding and transitional justice perspectives. The experiences of Rohingya refugees reveal the significance of both peace and transitional justice. Yet, the treatment of victims within criminal justice remains tenuous, often neglecting physiological effects of trauma and other social problems that result from massive violence. From a socio-legal perspective, crimes like genocide and sexual violence often present challenges regarding rehabilitation, which limit the relevance of criminal justice. To explore this complex situation, the paper will map the nexus of trauma and transitional justice, while analysing the recognition and integration of trauma into international human rights and criminal law discourses.

A core component of the paper is to contribute to a better understanding of rehabilitative approaches within peace building and transitional justice mechanisms, using a concept of “victim-centred approach”.

Trauma Informed Practice in Early Childhood (Poster)

Morgan Lekander  
Madison College

Early childhood is the most advantageous time to begin building a strong foundation of resiliency in children who have endured or are enduring trauma. I will discuss activities and environmental changes that care givers and early education professionals can implement in their workspaces, home settings, or classrooms that allow space for healing and positive development. These changes and activities include a wide range of social and emotional activities that build upon the child’s language development and own understanding of how they are feeling. I will also discuss how these activities and environmental modifications are beneficial to all children, not only children experiencing trauma. I will wrap up with the potential long-term effects of having received high quality interventions and the possible outcomes for those who have experienced trauma without interventions.
The Progress of LGBTQ Rights in Argentina

Joseph Lorenzi
University of Wisconsin - Stevens Point

Argentina has been the most progressive country in Latin America when it comes to Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ, or LGBT) rights. Indeed, it was the first country in the heavily Catholic continent to legalize gay marriage. This paper explores the reasons for Argentina’s leadership in this area. The paper argues that a variety of social movement actors and organizations, as well as key political leaders, were crucial in creating the conditions that made this possible. In turn, Argentine Presidents, Nestor and Cristina Kirchner, played an essential role due to their support of LGBTQ rights; Presidents in other Latin American countries have not been willing to support this issue so outwardly. These actors who combined efforts and reached out to different organizations helped create a social movement that began at the local levels. LGBTQ rights groups such as the Comunidad Homosexual Argentina (CHA), worked alongside other human rights groups. CHA was the start of the transition to democracy and with this transition, it allowed for the history of the struggle for rights to be shared. This meant that the LGBTQ movement in Argentina could now count on support from different sectors. The actors that assisted this movement brought about a better society for all Argentines by passing laws that banned discrimination and granted the right to marry.

Exploring Cases of Discrimination and Trauma in Higher Education in Wisconsin

Peter Meyerson and Michael Fonkem
University of Wisconsin - Oshkosh

In recent years there has been an increase of racism, sexism, homophobia, antisemitism etc. in U.S. society in general. This is also true in the specific context of Higher Education in the United States. The current paper explores the case study of 2 faculty at a regional comprehensive University who have been subjected to such discrimination. It will explore the historical origins of said discrimination, the traumatizing impact of such discrimination on the individuals subjected to it and try to provide strategies to help any such victims and the institution grow and heal in positive directions from this destructive experience.
The Poisons of Patriarchy: Breaking the Pattern of Female Trauma and Myth in ’A Thousand Acres’

Isabella Norante
Carthage College

My thesis explores Jane Smiley’s treatment of female trauma and archetype in A Thousand Acres. The novel explores opposing myths of the traumatized female and the monstrous woman, which have been used throughout literary tradition to limit and define female narratives. Smiley recognizes women’s experience is subordinated and traumatized by male perspectives; in her novel, she revises and reclaims the female narrative through Ginny Cook, who must encounter and overcome the trauma of sexual abuse and the restriction of myth imposed on her by patriarchy. I explore this reclamation through Freud’s early ideas on trauma, current research on post-traumatic stress disorder, and Simone de Beauvoir’s critique of female myth. I argue that Ginny reclaims the female narrative by functioning as a combination of complex female archetypes to emerge with her own unique ending; Ginny is the sole character in A Thousand Acres to break from the trauma and myths imposed on her and define her own story.

Commemorative Storytelling: Museum artifacts, testimonies, and healing trauma

Sanne M. Roeven
University of Wisconsin - Stevens Point

In 2018, Sarajevo’s War Childhood Museum was selected to receive the Council of Europe’s annual museum prize. The museum displays a collection of written and video testimony paired with artifacts, telling the story of children denied agency during war. As written in its vision statement, the museum’s goal is “to help individuals overcome past traumatic experiences and prevent traumatization of others, and at the same time advance mutual understanding at the collective level in order to enhance personal and social development.” In this paper, I consider commemorative reflections on war and violence through the eyes of children and the impact these reflections have had on visitors from the museum’s opening in 2017, through 2019. My evidence includes Facebook and Trip Advisor reviews, and the museum’s website. This research is important to the field of trauma studies as museums offer a unique venue for sharing testimonial experiences and creating collective memory.
The 1973 IRA Attacks in London

Sean Schmidt and Stephanie Gardner
University Wisconsin - Stevens Point

In 1973, the city of London was rattled by multiple car bombs in an attack perpetrated by the Irish Republican Army. Previously, the fighting between the Irish and British had been confined to Northern Ireland, the epicenter of The Troubles. Because of this, the British public were generally unaffected by the violence and saw it as an Irish problem, not a British problem. The bombings in London changed that viewpoint, bringing the violence to the heart of England and forcing the British to take notice. For many who had lived through the Blitz of the early 1940s, the IRA attack rekindled memories 30 years from the past. This time, instead of a foreign aggressor attacking Britain, it was an internal aggressor, creating a sense of anxiety for the British public in that they didn’t know where and when the next bombings might be. This trauma had its roots far in the past with centuries of struggle between the English and Irish. The violence and division which this conflict espoused has in many ways yet to be settled and the internal factions involved reconciled.

Media imagination and the fate of refugees in areas of conflict: How the representation of the Syrian refugees in the US media is affecting their future

Ahmad Sultan
Madison College

Media shape our understanding of the world and thus play a central role in shaping public political actions and advocacy for peace or conflict in the world. This is hardly news today as history has shown at least since Nazi Germany. Through news and entertainment programs, the media have been instrumental in shaping our opinion and, thus, public policies towards immigrants and refugees. In this paper, I discussed the US media representation of the Syrian refugees in their journeys to safe destinations. Using critical discourse analysis, I examined a sample of various media (news, fictional and nonfictional programs) contents to argue that the US media representations of Syrian Arab refugees is primarily driven by the US formal narratives of the War on Terror and the “regime change wars” in the Middle East, thus affecting public’s perception of the refugees and their prospect for extending temporary or permanent resettlement.
in the US. By pointing out the ways the media is framing Syrian refugees, I highlighted the instructive role of teaching critical media analysis in the advocacy for peace and conflict prevention.

High Needs School Leadership and Learning: A Case Study of Best Practices in Meeting the Academic, Social, and Emotional Needs of Recent Refugee Children in a Norwegian Elementary School

Glady Van Harpen and Mette L. Baran
Cardinal Stritch University

Throughout the past decade, schools in Nordic countries have been reported to have educational systems superior to those in the United States. Success factors including teacher training, structure, and culture have been studied. Some educators in the US believe the success of these schools’ points to attenuated emphasis on standardized testing. Additionally, some US educators are critical of the comparisons, speculating that lack of student diversity may influence their success. However, migration from war-torn countries such as Afghanistan, Syria, and Iraq are seeking refuge in Europe and Scandinavia has increased diversity. Furthermore, these refugee families and their children have experienced unimaginable circumstances in their homelands and carry with them emotional distress due to trauma. Additionally, refugees arrive in their new home countries with limited knowledge of local language, customs, and culture. Thus, the influx of high needs refugee children into Nordic schools has generated new challenges for school leaders.

This single qualitative case study examines the practices of a school leader in the context of one urban Norwegian elementary school located in the country’s capital with a high population of refugee children. The study specifically targets high needs students and seeks to understand how trauma informs educational practice and leadership. The research uses an interview protocol established by the International School Leadership Development Network (ISLDN) to explore the following questions: (1) What fosters student learning in high needs schools? (2) How do principals and other school leaders enhance individual and organizational performance in high needs schools? (3) How do internal and external school contexts impact individual and organizational performance in high needs schools? In addition to the ISLDN protocol the methods include document review and researcher observation.
Educating for Peace in Milwaukee: Experiences of the Marquette University Center for Peacemaking’s Peace Works Program (Roundtable)

Gabriel Velez
Marquette University

The Marquette University Center for Peacemaking (CfP) has been involved in promoting peace through education for over a decade. This past year, the CfP expanded this work through multiple initiatives. This includes convening a faculty research team and partnering with Milwaukee Public Schools to launch a comprehensive, restorative program for students encountering behavioral challenges. For our roundtable, we will bring together a faculty team member, a CfP staff person, a student nonviolence educator, and a school partner. We will discuss our recent projects while examining challenges involved in promoting peace through education in areas with populations facing possible multiple traumas such as systemic inequality, embedded racism, community violence, and historical injustice. Our goal with this roundtable is not to provide answers, but to present our varied experiences and engage the audience in a conversation about peace education, community engagement, and challenges from trauma youth in certain urban contexts may confront.

Reflections of Trauma: Mother-Daughter Relationships in ‘Dreaming in Cuban’

Sarah Foust Vinson
Cardinal Stritch University

“So tell me how you want to be remembered,” says Pilar to her grandmother, Celia, in Christina Garcia’s 1992 novel, Dreaming in Cuban (232). The story, spanning four generations of mothers and their daughters, examines the complex interplay between women’s often traumatic life experiences and the much-desired but ever-stymied lines of communication between those mothers and daughters. Within the text, it is the desire to heal from individualized traumas and to protect their daughters from those same traumas that drive the families apart, and yet it is through searching for a means to reflect their traumas in narrative, art, and ritual, as well as connecting with one another, that they can finally be seen and understood, and thus can finally begin to heal. My paper, then, examines how trauma
impacts mothering practices, and how, in turn, relational and individual healing can come only via shared story, connection, and communication.

**Tensions in the Transition: Latin America after the Cold War**

Briana Walker  
University of Wisconsin - Stevens Point

In this research project, I examine key human rights policies of the United States as they pertain to an evolving relationship with Latin American countries. By evaluating various perspectives on social and political development in the region after the Second World War, scholars may better understand the calculations made and actions taken by the US. I analyze documents involving important leaders from the time period, including available military manuscripts when possible. I consider the reactions of those Latin Americans affected by the US foreign policy decisions. I conclude with discussion about how major historical events and policies have influenced current conditions in Latin America. I hope to elucidate the degree to which the US has played a role in Latin America’s development and progression to today’s situation.

**Racial Justice Organizations in Hyper-Segregated Suburbs: Confronting Racial Oppression from the Inside**

Lynne M. Woehrle, Aaron Schutz, and Jada Morgan Woodley  
University of Wisconsin - Milwaukee

How to engage in constructive, collaborative and inclusive change around racial divisions is a difficult problem that faces peacebuilding initiatives. So often deep divisions around race, culture and exclusion create life threatening trauma and prevent communities from thriving. Recently, in our metro area, racial justice organizations have been emerging in some majority white suburbs of our majority minority city. Led mostly by whites, in collaboration with a small number of Blacks, these suburban groups seek to interrupt racism in some of the most hyper-segregated contexts in the nation. Little research has been completed on efforts, like these. We are interviewing leaders, collecting organizational documents, and looking at both traditional and social media. Our goal is to establish a broader social understanding of the impact, barriers, opportunities, and social
networks surrounding these movements. Among other early findings, we are uncovering contradictions and tensions involved in mostly white groups fighting for the rights of people of color.