

## Clashes Over Citizenship: Webinar Series on Promoting Listening, Learning, and Engagement

### I Want My Country Back: Immigration, Race, and Citizenship

November 3, 2016, 3:00–4:00 p.m. Eastern Time

#### Chat Participation

Nebraska Methodist College: Can anyone else hear anything?

Janie Pinterits: Yes

Rosemary Talmadge: Yes

Rabbi Zach Zysman: We can't hear anything

Nicole Reaves: Yes

Nebraska Methodist College: I had to reconnect in order to pick up the audio

Seth Pollack: Try unmuting at the top of the screen.

Carol-lynn: 1-719-955-0562. Code 669561#

Kathie: Welcome from sunny South Dakota

Christine Eberle: unmute and then raise the volume

M Nesbitt: Greetings from Washington State University

Margaret Commins 2: Maggie Commins - Queens University of Charlotte

Clashes over citizenship: Monroe Community College!!

Carol-lynn: :)

Patty Bolea: Grand Valley State Grand Rapids MI 6 participants

Janie Pinterits: Janie of Alliant International Univ, in San Francisco

Allie Michael: Greetings from Austin Peay State University in Clarksville, Tennessee!

Buford Center for Diversity and Service: The University of Findlay, three attendees

Susan Madera 2: Susan Madera and three colleagues from Queensborough Community College, CUNY

Veronica Montes: Greetings from Virginia Tech!

Jeremy Wattles: Hello from Hobart and William Smith Colleges in Geneva, NY

Masha: University of Vermont with 6 people

Nicole Reaves: Wright College of City Colleges of Chicago

Tracey Ray: Greetings from NC State University

Clashes over citizenship: Discrimination

Seth Pollack: Outsider; burden; not-fitting-in

Clashes over citizenship: illegal

Margaret Commins 2: foreign born; immigration reform needed; undocumented migrants

Christine Eberle: A Critical Concern of the Sisters of Mercy

Buford Center for Diversity and Service: Syrian, Mexican, undocumented

Clashes over citizenship: foreigner

CSU Chancellor's Office: exploited, DACA/AB540, not citizen of country

Heather: STEM, escape violence, dreams

Agnes Curry: refugee, STEM, farmworkers

Veronica Montes: Borders, policies, discrimination

Janie Pinterits: 1st, 2nd gen etc; colonized identities; nativist resistance

Kathie: will take "our" jobs, increase violent crime, and are not willing to "adapt" to our ways

Rosemary Talmadge: 60% of our students

Mary Ann Studer: Mary Ann Studer from Defiance College

Rosemary Talmadge: Also participating is Dr. Duane Bruce, Dean of Student Engagement at LaGuardia

Yolanda Moses 2: greetings from sunny California

Heather Kertyzia: As a Canadian immigrant who arrived in the U.S. last year, it has been a very interesting time to arrive, as the discourse has been so toxic.

Janie Pinterits: Daughter of Filipino & biracial Filipino/White immigrants

Clashes over citizenship: Mostly early 20th century Italian migrants. Very poor, yet still able to migrate. Not a favored group in that era.

Veronica Montes: Chilean. Granddaughter of French-Norwegian-Spanish-Chilean

Kathie: My grandparents were first generation in this country. They married outside their cultural groups, and it was highly scandalous. The separation this caused in the family isolated my generation from our ancestors and understanding our cultural heritage.

Kathie: Heather, I have never seen such a toxic time regarding immigration , but it seems to hinge on the issue of civil rights which gets lost in the conversation .

Kathie: **What type of inclusion programs are you initiating on your campus? How effective have they been?**

Janie Pinterits: As a teen I was ashamed of recently-arrived extended family members from the Philippines. I avoided them, looked down on their poor language skills. My sibs and I mocked their focus on material goods and cluelessness. We were very cruel :-)

Dave Price: I wish my partner in Dem Com leadership was here. She speaks of similar feeling as child of 1960 Cuban immigrants toward 1980 immigrant of Mariel boatlift

Kathie: Janie, thank you for sharing your story. I hear similar experiences from my students, and it also played out in my own family. **How do we change that pattern?**

Janie Pinterits: Kathie, it's part and parcel of the larger dynamics of xenophobia and anti-immigration, right? How toxic to have internalized that.

Verdis Robinson: We are almost at our Q & A session, feel free to ask questions below.

David Kalivas: Changing behavior patterns is never easy, but events such as Immigration Day, celebration of immigrants by having flags of all the countries reflective of the community and other educational venues that examine the "other" that is "us."

David Kalivas: that's one way to begin to engage and create meaning and empathy about immigrant experiences...

Nicole Reaves: Is it possible to send this as well as the other webinar recordings?

Agnes Curry: My mother's family came from New Mexico, having been there for at least 300 years. She married an Anglo from the US South, and during my 1960s-70s childhood we lived in Florida. By age 5, I was carefully instructed to say, in response to the inevitable questions, that I was "Spanish and Scots-Irish," and that in response to the inevitable next question whether that was "from Spain or from Mexico," I was instructed to respond "from Spain." Both identity-terms I was taught are of course dubious in interesting ways. During the Chicano rights movement, elders in my mother's family were horrified that "we are not Chicano," whereas the younger generations were receptive to that term even though it, too, is a simplification of our history. I'm interested in processes of whitening and its intersections with class..

Carol-lynn: Hi Nicole - The chat is being captured for future sharing

Nicole Reaves: Thanks my Associate Dean will be doing an Equity talk on a similar subject and I would like to share this conversation as well as the other webinars with her!

Carol-lynn: The document will be shared at a pdf file in the AAC&U and TDC webinar webpage

Rosemary Talmadge: These have been very rich presentations. Thank you. **Can Middlesex say more about how the peer dialogue facilitators get connected to faculty and classes, and how they support the faculty in planning or leading dialogues?**

Kathie: We piloted dialogues on campus in the past year. Some of the facilitators notes that those who were "forced" to attend were divisive in the sessions. **To what extent should we require students to engage in these dialogues?**

Agnes Curry: I'm interested in learning more about the peer dialogue facilitation as well.

Kathie: Thanks for your insights. I agree many students hunger for these conversations, and we need it for our society.

Caryn McTighe Musil: See the other two webinars, each of which offered different kinds of dialogues both in and out of class. See also Sustainable Dialogues, student driven. It's an organization. See too Intergroup dialogue pioneered for credit at U of Mich.

Matthew and Dona: Kathy, this is Matthew from Middlesex. If you or any others email me, I will provide more information on the PDF program

Matthew and Dona: [olsonm@middlesex.mass.edu](mailto:olsonm@middlesex.mass.edu)

Dave Price: Bribery (extra credit, food, etc.) work better than coercion. That doesn't guarantee that those who would probably benefit most, but it's a 1st step

Janie Pinter its: Thank you all!

Buford Center for Diversity and Service: We have non-campus dining food at our dialogues and they take place during the lunch hour

Verdis Robinson: Thanks everyone!!!

Agnes Curry: Thanks for an interesting discussion!

Rachel Larson: Thank you from Geneva College in PA!