

April 1, 2009

Dear WPC Participant:

We are thrilled to have you with us for the TENTH Annual White Privilege Conference!

We are grateful to the work of many, many volunteers, at the conference and throughout the year, without whom this amazing program could not come together. The WPC is the product of a collaborative process, involving a local planning team, a national planning team that works together year after year, and many evolving and growing programmatic teams that work to shape our special events and curriculum around specific issues.

The WPC organization has evolved organically over the past ten years. We have grown from a group of 150-175 participants in the first year Dr. Eddie Moore Jr. organized this conference with the support of his friends, colleagues, students and assistant at Cornell College in Iowa, to a robust group of over 1000 participants, many of who return year after year.

As the conference has grown, we continue to hold tight to these core values:

- Committed to a philosophy of “*understanding, respecting and connecting.*”
- Examines the challenging concepts of privilege and oppression comprehensively
- Challenges white supremacy, white privilege and oppression
- White Supremacy, Privilege and Oppression are intersectional; race is intertwined with inequality based on gender, class, sexual orientation, disability, and other relationships of oppression and privilege.
- Interdisciplinary and brings together people across sectors (education, university level, non-profits, activists, private/corporate, etc.) Attracts students, professionals, activists, parents, and community leaders/members from diverse perspectives.
- Welcomes folks with varying levels of experience addressing issues of diversity, leadership, privilege and oppression
- A working conference committed to dialogue - everyone is expected to come prepared to do internal work
- Committed to transformation, change and accountability (within individuals and across society)
- Offers solutions and team-building strategies to work toward a more just and equitable world

One of the features that contribute to making the WPC unique and successful is the organizational structure Eddie has developed:

- Flexible Structure that is responsive and always evolving (open to feedback and provides room for change)
- Relationship based (the relationships among the organizing teams, and the process they engage in to organize and plan the conference, is as important as the conference itself)
- Collaborative (Eddie surrounds himself with a wide-ranging team of folks committed to the success of WPC and its core values).
- Empowering (Eddie encourages participants to join the team—to be creative, develop new workshops and institutes, contribute to the website, make films, interview folks, write articles and books based on the experience, host the conference, etc. etc. etc.)

So get plugged in! If you have an idea, or some time or talent (or treasure!) to contribute, let us know!

The Matrix Center partnership has helped the WPC to become financially stable, advance organizationally, and contribute new energy and ideas. We have created a synergistic relationship and the Matrix Center is absolutely thrilled to be a part of this amazing journey. We look forward to embarking upon the next decade of WPC together!

Sincerely,

Eddie Moore, Jr., PhD.
Director of Diversity, The Bush School
Founder & Director, White Privilege Conference

Abby Ferber,
Director of The Matrix Center
UCCS

Welcome to the 10th Annual White Privilege Conference

Welcome to Memphis! A city as rich in Southern Heritage as the soil on which it stands, Memphis is known for its music, food and pivotal role in the Civil Rights Struggle. From the alleys of Beale Street have come the sounds of such music greats as Muddy Waters, Elvis Presley and Isaac Hayes. Keeping the music torch burning, Memphis is currently home to award winning musicians Al Green, Justin Timberlake and Three Six Mafia. In addition to its music, the Bluff City is known for mouth-watering bar-b-que and is home to Food Network Stars, Pat and Gina Neely.

While Memphis' present and future seem bright, the city cannot escape its dark past. Pre-Civil War Era the city was known as "King Cotton", a name earned through the use of slave labor. But, out of the strife of the cotton fields came a cry for Equal Justice. Memphis was home to civil rights pioneer Ida B. Wells and is the current home of civil rights leaders Maxine Smith, Rev. Samuel Billy Kyles and Rev. Benjamin L. Hooks. Memphis was forever placed at the forefront of the struggle for equality on April 4, 1968 with the assassination of Dr. Martin Luther King, Jr. on the balcony of the Lorraine Motel. Shedding the conflict of the past, Memphis is poised to establish itself as a community committed to responsibility, awareness, healing and social change.

Each of us would like to thank each of you for attending this 10th Annual White Privilege Conference. This year's theme is not merely words: Taking Responsibility: Awareness, Healing and Social Change. As Steering Committee members we have committed to look inward and outward, with a reflection of self and an evaluation of systems we travel through. We have committed ourselves to realize that Responsibility is not about blame and shame, but about being willing to learn and take action towards a different type of future. We have committed ourselves to acknowledge that Awareness is hard work as it frequently reveals to us ways in which we, ourselves, must change in order to see clearly. We have committed ourselves to appreciate that Healing is not just something that happens, but that it requires strength, persistence and dedication despite the difficulties that arise with differences, adversity, disagreements, frustrations, anger, pain and sadness. This is all part of the process to move forward...to move forward not just conceptually but by actualizing real Social Change that results from our own personal transformation and through our awakened choices and actions. As Dr. King said, "We are caught in an inescapable network of mutuality, tied in a single garment of destiny." And that, at core, is what this conference is all about.

We would like to thank the local volunteers of the Community Action Team, the supporters at UCCS, and most especially, the founder, Dr. Eddie Moore, Jr. It has been an honor to work with Eddie, to learn from him, and we feel very proud to be hosting this esteemed conference here in Memphis.

In closing, we want to encourage you to acknowledge your commitment to this year's theme and realize that this effort starts as individuals doing their own work and teaming up to bring a different vision to the world we live in and a commitment to a more just and peaceful world in our city, in our country, in our world, and in our lifetime.

Gratefully,

The WPC 10 Memphis Steering Committee

Yo Clark

Allison Glass

Dorian Spears

Daniel Forrest

Audrey May

Patti Tosti

Randy Gamble

Stephan McLaughlin

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WPC Community Agreement

The UCCS White Privilege Conference (WPC) serves as an annual opportunity to critically examine systems of white supremacy, white privilege, power and oppression, as well as an opportunity to engage in the personal and collective processes of creating advocates for peace, equity and justice. The WPC aims to create a learning community in which participants engage in a challenging educational experience as respectful community members.

Please remember that each participant is in a different place with regard to their journey in understanding privilege, power and oppression. Thus, we, the conference planners, ask that each participant share responsibility for holding ourselves accountable to this community agreement that will allow for a shared experience that fosters the opportunity for understanding, respecting and connecting.

We ask that you, the participant, agree that:

- We will respect the conference environment, including its grounds, buildings and property.
- We will maintain a safe and inclusive environment. We realize that safety takes a different form for different people. We recognize that to have an inclusive environment means we agree to take care in our interactions with others and in representing our own needs.
- We agree to respect each other's physical needs by supporting conference efforts to create an accessible conference space
- We agree to engage ourselves. We will take risks and ask questions, realizing there will be some discomfort.
- We agree to listen to others and consider the merit of all views that are different from our own, even if it challenges us to do so. When we disagree, we will express our views respectfully.
- We agree to focus on the issue under discussion and if we stray into extraneous subjects, we support the moderator to bring the discussion back into focus.
- We agree to be as considerate as possible to the experience of other WPC participants. May we suggest that participants turn off/mute cell phones and be aware that some are allergic to scented products, for instance.
- We agree that equity pertains to all people with NO exceptions.
- We agree that if we experience a problem we will seek the advice/guidance of the conference staff.
- We agree to be respectful of the planning process, and if we have concerns about any workshop or event, to share them with Eddie and the programming team.
- We agree to try to take action in our circle of power when we return to our workplace, community spaces, and social networks.

We have come together knowing that community and its members grow when all voices are heard, when civility and respect are at the heart of our discussions, and when everyone participates and are able to listen to other points of view. We know that the diversity and inclusiveness of this conference is one of its greatest strengths. Thank you for choosing to be here.

General Information

Meals and Dietary Options

Coffee and breakfast breads will be available in the **Grand and Southeast Ballroom Foyers** each morning. Be sure to come early as the breakfasts are open service and very limited. Meal tickets are provided for boxed lunches and the pre-registered Shabbat dinner. Boxed lunches will be available each day in the **Grand and Southeast Ballroom Foyers**. There will be meat and vegetarian options; and each lunch will include an afternoon snack. You must have a meal ticket to receive a pre-ordered boxed lunch. You must also present a meal ticket at the Shabbat dinner (see below). If you do not have your meal ticket, you will be asked to pay for the meal at the check-in point. If a special dietary menu was requested, you will be issued color-coded meal tickets for the box lunch sessions. Please ask the volunteer staff for your special meal. Pitchers of water will be available at all workshop sessions.

Shabbat “Ce-Liberation” Dinner

Shabbat is the weekly Jewish Sabbath or day of rest, and in several religious traditions it goes from sundown on Friday until sundown on Saturday. It symbolizes the seventh day in Genesis, after the six days of creation. In the early years of the WPC, since the conference continues over Shabbat, a small group of folks at the conference decided to celebrate together. They invited others to join them, said the Shabbat blessings, and ate dinner together. That was the beginning. Over the years, more and more participants of the WPC have attended the Shabbat Dinner and so it has become an annual event open to all. Most importantly, the history of relationships between African Americans and Jews was/will remain the inspiration and foundation for the Shabbat Ce-Liberation Dinner. Its progress and evolution has been/will continue to be a collaborative process between those who have been involved with the WPC over the years and the local WPC planning teams.

The Guiding Principles:

- 1) An opportunity to ce-liberate with community and reconfirm our commitment to creating peace, equity and justice.
- 2) An opportunity to ce-liberate the spirit/history of Shabbat and reflect on what sustains all of us through the many challenges of engaging in social justice work.
- 3) An opportunity to ce-liberate the role that love, music, poetry/spoken word and other forms of creative expression has played/play in working towards liberation.

Attendance at the Shabbat Dinner is by advance registration only. A limited number of additional tickets may be available for sale at the registration booth.

Evaluations

We value your opinions and insights. Please complete the evaluation form enclosed in your conference registration folder. Collection boxes and extra forms will be available at the registration and information tables.

Recording and Copyrights

All keynotes, as well as select workshops, will be recorded. Workshops rooms will have a sign at the entrance denoting that the workshop will be recorded. Sessions may not be recorded or videotaped without prior permission from the White Privilege Conference and the invited presenter. No materials received at the conference may be reproduced without written permission from the White Privilege Conference and the invited presenter. Participants in those workshops agree to allow their voice/image to be recorded.

Recycling

Please help us do our part for the environment. Recycling bins are available in the Grand and Southeast Ballroom Foyers.

CEUs and Academic Credit

It is not too late to earn CEUs, or to register for academic credit from the UCCS College of Education or

the College of Letters, Arts and Sciences, at either the undergraduate or graduate level. The credits are transferable. Details are available at the conference information desk. Academic credit is also available to high school students!

Speaker Green Room

The **Davidson Board Room** will be available to all presenters Wednesday, April 1 through Saturday, April 4 from 9:00-5:00 pm.

Reflection Room

Many of us experience struggles for justice as spiritual matters. The deep learning, challenge, and listening demanded by WPC can also demand of us reflection, reckoning, and even prayer. Please make use of the Prayer and Reflection Space being set aside by the WPC this year for the first time. This space will be available in **Directors 4**, from Thursday through Saturday. All traditions and practices are welcome.

Simple yoga posture and centering meditation will also be offered in the Reflection Room on a daily basis, in 30-minute sessions. Refer to the matrix for specific times. These sessions will incorporate gentle stretches focusing on rejuvenating the body and increasing circulation after a long day of sitting, along with guided mediation for restoration of mental clarity and calmness. **Attire: Whatever you are in.**

Caucuses & Support Groups

- Thursday, April 2:** All Caucus/Support Groups, 5:00-6:00 pm
Youth Space/Caucus, 5:00-6:00 pm
- Friday, April 3:** All Caucus/Support Groups, 9:00-11:00 pm
Youth Space/Caucus, 3:30-5:00 pm and 9:00-10:00 pm
- Saturday, April 4:** All Caucus/Support Groups, 7:00-9:00 pm

***see locations listed on the enclosed matrix**

The caucuses and support groups complement each other and conference participants are invited to explore the ways that each group furthers their commitment to dismantling racism in the world. ***We ask people to select a caucus/support group carefully and respectfully.***

Caucuses: The caucuses will focus on actions we must take in our lives, including during the conference, to challenge white supremacy and develop sustaining networks to continue work.

1) Caucus for People of Color: WPC attendees who identify as people of color are encouraged to join this daily conversation. This caucus will provide a safe environment for people of color to share information, feelings, experiences, and interactions that occur during the conference. We will use small-group discussion as a vehicle for mutual support and collaboration.

Lead Facilitators: Pamela Smith-Chambers, Robin Parker and Jorge Zeballos

2) Daily Caucus for White Anti-Racist Activists: WPC attendees who identify as white anti-racist activists and allies are invited to meet and network with other anti-racist white people. We will explore issues of white supremacy, internalization of white superiority and accountability to people of color. The caucus is a space to offer support, challenge one another, and explore strategies for making change.

The facilitators of the people of color caucus and the white anti-racist caucus will be in regular communication so that the caucusing will be done in mutual accountability.

Lead Facilitators: AWARE-Alliance of White Anti Racists Everywhere

3) Jewish Caucus: This caucus is designed for self-identified Jewish people –representative of a broad spectrum of experience and political beliefs to engage with other Jewish people about our role in ending white supremacy and white privilege. This is not a support group. We see this as a focused and intentional space for a strategic intra-community process rooted in a common interest to effectively fight for racial justice. Topics will include:

*Christian Hegemony and anti-jewish oppression

*Jewish identity (Ashkenazi Centrism and assumptions) and intersections with White Privilege

*Struggles inside jewish communities and families regarding Israel, and Palestinian Liberation

*Internal community power dynamics

*Historical and contemporary roles of U.S. Jews in struggles for racial justice here and abroad

Lead Facilitators: Tema Okun and Paul Kivel

4) Queer Caucus: Join us for a safe space for LGBTQ and Ally folks to process what you have taken from the conference thus far. These conversations will stay focused on white privilege and offer a

space for queer and ally folks to support and challenge one another.

Lead Facilitators: Jonah Aline Daniel and Jessica Pettitt

5) Youth Caucus: Caucus time will be offered for the youth participating in the Youth Leadership Conference. Please refer to the YLC agenda for details.

Support Groups: The support groups provide an opportunity to express and heal emotions that may arise at the conference and in our lives that interfere with our ability to think and communicate clearly at the conference and as we organize against racism in our lives.

1) Daily Constituency-based or Interest-based Support Groups: Support groups provide small group space for participants to examine and process feelings coming up at the conference, where the guideline of confidentiality is agreed to by all participants. In the support group, participants are supported to process information, to reclaim initiative to become more effective in their work, and to look at the impact of racism in their own lives. Coming together and sharing in a group that's led by an experienced support group leader can create an enhanced measure of safety to help people recover from the effects of racism in their lives and assist them to be more effective in their work to end racism. Each participant will have equal time to be listened to respectfully and with caring attention as they share experiences of racism and take pride in themselves, other people in their groups and in their Communities, as well as share their successes. At the beginning of each support group time, we will organize groups based on participants' identities and/or interests. We will briefly share some of the theory and techniques that provide the foundation for these support groups to show how people can create emotional healing support systems in their home communities. These support groups have proven very effective in helping to sustain the work of ending racism and recovery from the effects of racism in our lives. At the end we will provide interested participants with information about UER support groups in their home communities as well as information on more extended training sessions where they can learn the skills to lead such groups in their home communities.

Lead Facilitators: United to End Racism (UER)

Wednesday, April 1

Please refer to enclosed room matrix for all locations.

***9:00 am – 5:00 pm: Institutes (full day single focus sessions; advance registration required). Box lunch pick up will be in the Ballroom Foyers at 12:00 – 12:30 pm.**

I) Addressing Anti-LGBT and Other Bias-based Bullying and Violence in Schools

Beth Reis and Helen Stillman

II) Critical Race Theory: Awareness, Social Change, Healing and the Law

Adrien Wing

III) Complex Positionality: Jews, Whiteness, and Identity

Warren J. Blumenfeld and Flaurie S. Imberman

IV) Cross-Cultural Struggle in Anti-Racist Movements: White Privilege Conference as a Case Study

Fran Davidson, Kim Francisco, Wendy Harris, Cheryl Render Brown and Tilman Smith

V) Growing Good White Folks: Strategies for Personal and Professional Transformation

Gary Howard

VI) The Critical Liberation of White Women – What Are We Fighting For?

Beth Applegate and Kathy Obear

VII) The Role of Listening and Emotional Healing in Ending Racism

Rachel Noble and Veronica LaCruce

VIII) Unraveling Whiteness

Laurie B. Lippin and Stephanie Puentes

IX) What's in it for us?: An Institute for People of Color

Pamela Smith Chambers, Robin Parker and Jorge Zeballos

X) What's Queer About Fighting White Supremacy?

Jonah Aline Daniel and Sarah Insel

XI) White on White: Communicating about Race and White Privilege Using Critical Humility – an Experiential Workshop

European American Collaborative Challenging Whiteness

XII) Whiteness 101

Robin DiAngelo and Darlene Flynn

XIII) Youth Institute

Jesse Villalobos and Lauren Kucera

***7:00 – 9:00 pm: Film Screenings**

I) WP 101: Getting in on the Conversation

White Privilege 101 consists of personal interviews with keynote speakers, workshop presenters, and participants from the White Privilege Conference (WPC). The video is organized according to three sections: Definition: What is white privilege?; Examples: What are some examples of white privilege?; and Action: What can I do about white privilege?

Circle of Women

Circle of Women is a discussion-provoking journey with diverse women representing a wide array of relationships with their bodies. The candid women featured in this video are illuminating; they enhance our appreciation of the range of women's experiences across categories such as age, race, and ethnicity. Therein lies perhaps Circle of Women's greatest gift: its demonstration to all women that they are not alone in their struggles to relate positively to their bodies.

Facilitators: Shemariah Arki, Eris Dyson, Faith Evans and Elisabeth Roccoforte

II) Mirrors of Privilege: Making Whiteness Visible

A film by Shakti Butler, *Mirrors of Privilege* features the experiences of white women and men who have worked to gain insight into what it means to challenge notions of racism and white supremacy in the United States. They reveal what is often required to expose and move beyond the denial, defensiveness, guilt, fear, and shame that keep systemic racism in place. The film's subjects model some of the skills and awareness needed to make effective commitments toward building racial equality and justice.

Facilitators: Maggie Potapchuk and Sally Leiderman

III) Enough: A Kid's Perspective

Created as filmmaker Zoe Greenberg's bat mitzvah project, *Enough* takes on the taboo subjects of wealth, poverty and class. Through interviews with class-and race-diverse young people throughout Philadelphia, Zoe reveals what we are (and aren't) saying about class – and why it matters. This professional-quality short film is a great conversation starter for audiences of all ages to explore class and classism in the United States. The film is a recipient of Princeton Prize in Race Relations for 2007 in Philadelphia, a contest that seeks to recognize, support, and encourage the young people of our country who have demonstrated a commitment to advancing the cause of relations among the races.

The Problem We All Live With: Inequalities Between Boston's Urban and Suburban Public Schools

Students at inner city and suburban high schools want equally to go to college, but do they get the same preparation and academic opportunities? In this movie, four high school students at Brighton High School in Boston took on this question using surveys and interviews with students in both urban and suburban Boston Schools. A powerful look at the inequities in education, as well as an inspiring example of student produced research and documentary.

Facilitator: Rhonda Soto

IV) Divided We Fall

The journey to make the film *Divided We Fall* began when 20-year old college student Valarie Kaur drove across the country in the immediate aftermath of the terrorist attacks on September 11, 2001, documenting stories in the Sikh, Muslim, and Arab American communities. From the still-shocked streets of Ground Zero to the desert towns of the American west, her journey confronts the forces unleashed in a time of national crisis – racism and religion, fear and forgiveness. Over the next five years, Valarie Kaur's journey unfolded into a larger exploration of 'who counts' as American. In 2005, award-winning director Sharat Raju and his film crew joined Valarie as she retraced her steps across the country, revisiting her original interviewees and interviewing scholars, lawyers, and legislators about race, religion, and security in post 9/11 America.

Facilitator: Amer Ahmed

V) Silences

What happens when an interracial person's identity is completely ignored by his white family and friends? *Silences* is the true story of the filmmaker, Octavio Warnock-Graham, and his family's refusal to acknowledge that he is bi-racial. Set in Maumee, Ohio, an idyllic Midwestern, *Silences* follows the filmmaker's journey to understand his mother, Harriet Warnock, and her refusal to discuss the circumstances of his birth. Warnock-Graham's family embodies the denial found in multicultural families across the country, and reminds us that the ideal of racial purity persists in the United States.

Land of Promise: The Story of Allensworth

Land of Promise: The Story of Allensworth is a documentary film about Allensworth, California, a small town in the central valley that has the distinction of being the only intentional community in California built from the ground up and governed by African Americans. Colonel Allen Allensworth, the highest ranking African American military man of his day, created the settlement as a place where black people would live free of racism and show the rest of the country what black people, unencumbered by discrimination, were capable of achieving. At its height, around 1915, it was a thriving rural community with nearly 200 families calling it home. *Land of Promise* enters Allensworth 99 years after it was established and finds that nearly no black people live there today. *Land of Promise* brings together current events and history using live action footage, rare historical photos, and historical documents to learn first-hand about the history of this unique settlement.

Facilitator: Dave Myers

Thursday, April 2

***8:30 – 10:45 am: Welcome, Announcements, and Keynote Address I (Grand Ballroom)**

Frances Kendall

Passing the Mantle: Calling Forth and Mentoring the Next Generation of Change Agents

Organizational change for social justice is life-long work that demands deep personal commitment and the determination to persevere when the path is lonely and hard. It requires faith that change is possible and a community of people who push us, challenge us, and hold us as we grow and learn. Having been given the gifts of guidance and the trust that we would use what we were taught, it is our responsibility as elders to pass on what we know.

***11:00 am – 12:30 pm: Concurrent Workshops**

Approximately 95 workshops will be offered this year at WPC10. Workshop descriptions begin on page 23.

Please refer to enclosed room matrix for specific workshop times and locations.

***12:30 - 1:45: Lunch (pick up your box lunch in Ballroom Foyers)**

***1:45 – 3:00 pm: Keynote Address II (Grand Ballroom)**

Paul Kivel

Understanding White Supremacy, Challenging White Privilege and Working for Social Justice

How does white supremacy look in 2009? What are the challenges and what are the opportunities we face in a time when some people are saying that if a Black man can be elected president we have become a postracial society? How do we encourage white people to take responsibility for challenging specific forms of white privilege built around issues of land, labor, education, housing, and self-identity? Let's move beyond generalities about racism and white privilege and move into responsibility for addressing concrete issues of racial justice.

***3:15 – 4:45 pm: Concurrent Workshops**

***5:30 – 7:00 pm: Meet the Speakers Mixer & Book Signing (Grand Ballroom)**

Join us for this FREE event. Light refreshments will be served. Books will be available for purchase.

***8:00 – 10:00 pm: Film Screenings**

I) Traces of the Trade: A Story from the Deep North

Traces of the Trade: A Story from the Deep North is a feature documentary film that tells the story of Producer/Director Katrina Browne's wealthy New England ancestors, the largest slave-trading family in U.S. history. Cameras follow as Browne and nine fellow descendants undertake a journey of discovery to Rhode Island, Ghana, and Cuba. Retracing the steps of the notorious Triangular Trade, we uncover a family's, a region's, and a nation's hidden past. Simultaneously, viewers will follow descendants of the DeWolf family as they grapple with the contemporary legacy of slavery, not only for black Americans but for themselves as white Americans. Traces of the Trade had its World Premiere at the Sundance Film Festival on January 21, 2008,

Martin Luther King, Jr. Day, where it was one of 16 films selected for competition in the Documentary category. The film will be broadcast on national television on PBS later this year.

Facilitator: Thomas N. DeWolf

II) The Way Home

The Way Home is a film about race, gender and class in the United States. Over the course of eight months, sixty-four women, representing a cross-section of cultures in the U.S., met in councils according to ethnicity – African American, Arab, Asian, European American, Indigenous, Jewish, Latina and Multiracial. With uncommon courage, the women share their minds and hearts and tell their stories about resistance, love, assimilation, standards of beauty, power, school experiences and more. Their candid conversations offer rare access into multi-dimensional cultural worlds invisible to outsiders. The result is an unpredictable collection of stories that reveal the far-reaching effects of social oppression and present an inspiring picture of women moving beyond the duality of black and white.

Light in the Shadows

Light in the Shadows provides a provocative film and dialogue context that invites white women and women of color to stay at the table with one another, even when the conversation gets tough. The prominent voices of women of color express perspectives on race that is often unavailable within the dominant culture. Because this film is a clear example of where this type of dialogue can break down, it is an important step on the journey of building an inclusive society. This frank conversation takes place among 10 – primarily American - women of Indigenous, African, Arab, European, Jewish, Asian, Latina and Mixed Race descent. Light in the Shadows also opens a way for engaging in a process that is a springboard for embracing our individual and collective humanity deep learning, healing and change. **Recommended for advanced audiences.**

Facilitator: Tarah Fleming

III) Shades of Youth, Youth Speak on Racism, Power and Privilege

Shades of Youth, a documentary film created by youth for youth, focuses on high school students sorting out racism, white privilege and power on their own terms and in their own language. The documentary was filmed in 2005 at The White Privilege Conference where 100 high school students gathered from across the United States to seriously engage in issues of race, power, identity, oppression and social change. This film and its accompanying curriculum, offer multiple views and experiences around race and privilege, giving youth and adults entry points to discuss and better understand how institutional racism affects all our lives. This interactive screening will feature youth-led intergenerational dialogue and spoken-word performance from youth participating in the WPC10 youth track.

Facilitators: Lex Beaty, Lauren Parker Kucera and Jesse Villalobos

IV) He Ain't Happy – Urban Streets and the So-called American Dream, Abridged Version

A documentary directed and produced by researcher and novice filmmaker Dr. Mike F. Weaver, He Ain't Happy – Urban Streets on the So-called American Dream examines drug culture and the American Dream from youth perspectives by interviewing young Black males who are determined to achieve their definition of success at whatever cost. Conducted over a fifteen-month period between 2007 and 2008, this film focuses on the responses of 90 young men, mostly under the age of 25, from 18 major American cities. These young men take the viewer through their world of living in an environment where drugs, violence and death are constants. The young men's dreams are also constant as they strive to create a better life for themselves, their families and—believe it or not—their communities. They discuss how the importation of drugs and the accompanying violence completely altered their lives and reshaped their thinking on the possibility of a long life, having a family, religion and living out long-lost dreams. These young men and professionals offer a prescription for creating a civil American society that is more conducive to and accepting of all its citizenry.

Facilitator: Dr. Mike Weaver

V) Straightlaced: How Gender has Got Us All Tied Up

There is no disputing the fact that gender-based stereotypes and anti-gay attitudes affect the lives of all students today. The pressure to conform to conventional expectations about gender is strongly tied to anti-gay attitudes—the girls who won't play sports because they don't want to be called "lezzies"; the boys who make crude comments about girls' bodies just to prove to their peers that they aren't gay; the students who won't raise their hands in class because it's gay to be smart. *Straightlaced* provides a way into a much-needed dialogue about gender roles and homophobia among teenagers. Through candid interviews with more than 50 teens from diverse backgrounds, the film features youth who open up with refreshing honesty about the pressure to conform to rigid gender role expectations. Boys who have to act tough even though they may feel vulnerable, or girls who have to dress provocatively just to fit in, reveal the toll it takes on them to live up to gender role expectations and how that limits who they really want to be. The students in *Straightlaced* illustrate the toll that deeply held stereotypes and rigid gender policing have on all of our lives.

Facilitator: Doug Paxton

Friday, April 3

***8:00 – 8:30 am: Welcome (Grand Ballroom)**

***8:45 – 10:15 am: Concurrent Workshops**

***10:30 am – 12:00 pm: Concurrent Workshops**

***12:15 – 1:15 pm: Lunch (pick up your box lunch in the Ballroom Foyers)**

***1:15 – 2:45 pm: Concurrent Workshops**

***3:00 – 4:30 pm: Concurrent Workshops**

***5:00 – 7:30 pm: Shabbat Dinner (Grand Ballroom) Advance Registration Required**

***7:30-8:30 pm: Keynote Address III (Grand Ballroom)**

Juan Battle

Race, Sexuality and Social Justice: A View of the Future Through the Lens of a Public Sociologist

From leadership in Black America to Proposition 8 in California and Hate Crimes in Brooklyn, this keynote will address a number of domestic topics facing the United States.

***9:00 – 11:00 pm: Film Screenings**

I) Price of Pleasure: Pornography, Sexuality and Relationships

No one under 18 years old will be admitted.

Once relegated to the margins of society, pornography has emerged as one of the most visible and profitable sectors of the cultural industries, assuming an unprecedented role in the mainstream of our popular culture at the same time that its content has become more extreme and harsh, more overtly sexist and racist. This eye-opening and disturbing film tackles the complexity behind this seeming paradox, placing the voices of critics, producers, and performers alongside the observations of men and women as they candidly discuss the role pornography has played in shaping their sexual imaginations and relationships. Honest and non-judgmental, *The Price of Pleasure* moves beyond the liberal versus conservative debates so common in the culture to paint a myth-busting and nuanced portrait of how pleasure and pain, commerce and power, liberty and responsibility have become intertwined in the most intimate area of our lives. **Please be aware that this film contains sexually explicit content that viewers may find disturbing and/or offensive. The conference will be showing the “blurred” version of the documentary, edited for the classroom. Recommended for advanced audiences.**

Facilitator: Robert Jensen

II) Never Perfect

How are ideals of beauty influenced by race, history, and geopolitics? With a rich selection of film clips and archival footage, *Never Perfect* examines the dramatic rise in popularity of cosmetic surgery among Asian-American women. The number of Asian-Americans seeking plastic and cosmetic surgery has risen 55% from 2004 to 2006. *Never Perfect* follows the complex journey of a young Vietnamese-American woman – raised

against a backdrop of American malls, movies, fashion magazines and makeover shows – as she struggles with her decision to undergo a cosmetic procedure known as double eyelid surgery. In the process, this documentary considers historical and contemporary examples of beauty, stereotypes and iconography within Asian and popular cultures in exploring the factors that influence body image and self-perception - as well as what it means to be an ever-evolving, multi-faceted woman living in today's global society.

Facilitator: Jewel Woods

III) My People Are...: Youth Pride in Mixed Heritage

A film by the Multiethnic Education Program, a project of iPride. This high energy film made by youth for youth promotes positive racial identity in all young people while highlighting the multiracial experience. Mixed race people are one of the youngest and fastest growing groups in the United States. Discover a language that embraces multiracial identity and brings visibility to mixed heritage youth and families. Young performers share their pride in culture, history & ethnic roots through theatre, spoken word, interview, dance, rap and song. More than just an educational film, "My People Are..." is an intelligent, creative and dynamic celebration of the complexities of family heritage. After the film, join us for a brief Q&A with the film creators and learn more about the Action Booklet of classroom activities designed to accompany the film.

Facilitators: Tarah Fleming and Jilchristina Vest

IV) Still Waiting: Life After Katrina

The day before Hurricane Katrina washed over Saint Bernard Parish, Connie Tipado opened her Dallas home to her extended family: all 155 of them. When they evacuated, they did not imagine that their homes would be swamped by 10 feet of water, delaying their return for months. Over steaming pots of homemade gumbo, Connie and her kinfolk draw together, consoling one another in well-knotted bonds of love and reciprocity that have functioned for generations like an emotional ecosystem. But, despite the generosity of Connie and many others who reached out to them, Texas was not entirely comfortable. The lure of home – not just a house, but a unique and vibrant way of life – drew one after the other of Connie's sisters, aunts and cousins back to their ruined homes on the banks of the Mississippi. They are jubilant to be back on familiar ground, but as the story tracks their return to the bayou and the unexpected difficulties they face, the hope of reclaiming life as it once existed looks increasingly remote. Still Waiting tells a remarkable story of resilience, family, and attachment to place.

Facilitator: Andrea Herrera

V) College on the Brain

A Molly Secours documentary highlighting the economic, social and racial inequities at a local high school in East Nashville and how a group of youth took matters in their own hands by joining forces with a committed high school principal. Rather than just beating the odds, their mission was to actually change them.

Welcome To My Hood

Four youth involved in the juvenile justice system invite us into their homes and ultimately their hearts by offering a rare opportunity to view them outside of the crimes they have committed. Viewers gain a glimpse into the daily challenges their families face and the issues that shape their lives, and ours. Written, produced and directed by Lamont Havis, Charles Lawrence Jr., Keisha Anglin, and Jessica Glass. Featuring the music of Big Fella and Te-Arthur.

Facilitator: Molly Secours

Saturday, April 4

***8:00 – 9:45 am: Welcome and Keynote Address IV (Grand Ballroom)**

Dorothy Roberts

White Privilege and the New Biopolitics of Race

Genomics has resurrected scientific interest in biological concepts of race by attempting to identify race at the molecular level. In that last decade, there has been an explosion of biotechnologies that use race as a biological category, such as race-specific pharmaceuticals, commercial genetic testing for determining racial identity and genealogy, egg donation and embryo selection involving race, and racial profiling with DNA forensics. These technological innovations are part of a new biopolitics of race that helps to maintain white privilege in the 21st century, post-civil rights era. We must contest both the persistent myth that race is natural and persistent injustices based on race.

***10:00 am – 3:30 pm: Institutes (Advanced Registration Required)**

I) Exploring Our Bi-racial Change Agent Experiences

Darlene Flynn

II) Race and Class in the Mix: Can We Talk?

Rhonda Soto

III) Social Class Matters

Brenda J. Allen

IV) Teaching Against White Privilege and Other Atrocities: Reinvigorating the Social Justice Roots of Multicultural Education

Paul C. Gorski and Johanna Eager

V) Fourth Summit for White, AntiRacist Activists

WACAN, Y-Step, and the Episcopal Church

***10:00 am – 11:30 am: Concurrent Workshops**

***11:30 am – 12:00 Noon: Working Lunch (pick up your box lunch in the Ballroom Foyers and bring it to your next workshop)**

***12:00 Noon – 1:30 pm: Concurrent Workshops**

***1:45 – 3:15 pm: Concurrent Workshops**

***3:30 – 4:30 pm: Keynote Address V (Grand Ballroom)**

Tim Wise

Between Barack and a Hard Place: Racism and White Denial in the Age of Obama

This presentation will address what the election of Barack Obama says (and doesn't say) about the state of racism and white privilege in the United States. Far from being in a "post-racial" period, as many commentators suggest, Wise explains that Obama's election actually confirms the salience of racism (what he calls Racism 2.0) and white privilege, in that Obama was forced to downplay the issue of racism, distance himself from people of color in the civil rights and anti-racism community, and generally be seen as having "transcended" his race, in order to win. The dangers of Obama's victory, on these terms, is that whites may come to "need" persons of color to evince a style and manner like Obama's in order to be accepted. Were this to happen, the barriers and obstacles to non-Obama-like persons of color might be intensified, rather than ameliorated by the election of Obama.

***4:30 – 5:30 pm: A Celebration of Youth (Grand Ballroom)**

This year's Youth Celebration will feature cutting-edge artists from around the country in a multi-disciplinary "Funklorico."

Funklorico is a performance reminiscent of a DJ mix, in which the work of each artist flows into the next. There are no introductions, no hosts, and no empty space. Instead, it's a constant flow of raw talent and energy. It gives poets, actors, musicians, and dancers the space to collaborate with one another in new ways and present the audience with a truly unique experience.

This year the Funklorico will feature:

- Rosa Gonzalez
- The New Wilderness Project
- Funkamentalz
- Ariel Luckey
- Raphael Cohen
- and other special guests!!

The event will also showcase youth from the WPC presenting original performance pieces crafted during the Youth Leadership Conference.

***5:30 – 7:00 pm: Closing Ceremony and Celebration of WPC's 10th Anniversary! (Grand Ballroom)**

Join us for the WPC 10th Anniversary Celebration...featuring Memphis musician, Ekpe Turner (African drumming), DJ Willie and a tribute to Eddie Moore Jr. from his WPC family and friends. Heavy hors d'oeuvres and cash bar will be provided.

2nd Annual WPC Youth Leadership Conference

Co-Directors; Tarah Fleming and Jilchristina Vest

Concurrent with the WPC, we are offering a Youth Leadership Conference for High School students Thursday, April 2 and Friday, April 3rd. This will include workshops, performances, caucuses, and affinity groups specially designed for youth. Workshops will feature interactive activities, film, spoken word, Theatre of the Oppressed techniques, and small and large group discussions to address issues of heritage, identity, language, isms, labels, power and privilege, teamwork, and strategies for community action. Additionally, YLC participants and chaperones should plan to attend the conference youth celebration Saturday evening, as it will feature YLC created performances.

Youth registered for the Youth Leadership Conference will participate in the following agenda:

Thursday, April 2

YLC Agenda

***8:30 - 10:45 am: Registration, Welcome and Keynote Address I (Grand Ballroom)**

***11:00 - 11:30 am: Youth Leadership Conference Introduction**

Chaperones, please attend this Introduction.

***11:30 am – 1:00 pm: Workshop Rotation #1**

Youth will be divided into four groups and will rotate through the following four workshops on Thursday and Friday.

Workshop A

Creative Resistance to the Legacy of Privilege (Maketa Wilborn and Benji Howard)

Using role-play scenarios and dialogue, this session will creatively engage students in experiences of the dynamics of dominance. Specifically the workshop will focus on the legacy of privilege and students will practice Creative Resistance – taking action in the face of injustice. By sharing stories and perspectives, by taking creative risks, students will become empowered to take action at home.

Workshop B

Speaking Circles: Dialogue Skills in the face of and response to Oppression and Injustice (Wade Anthony Colwell-Sandoval)

The talking circle incorporates poetic and lyrical expression with the cultural and historical significance of the talking circle from an indigenous perspective as a platform for transformational community building. This workshop will focus on ways we can better use dialog skills, spoken word and other creative forms of expression to use our voices and resist oppressive behaviors.

Workshop C

Theatre of the Oppressed: History of White Supremacy (Raphael Cohen and Rosa Gonzalez)

In this interactive workshop, focused on empowering students to effectively and responsibly challenge racism in their lives, students will collaborate to create an historical timeline of white supremacy and racism in the U.S. and will speak their truths using techniques from the Theater of the Oppressed. Students will use knowledge gained

in this workshop as well as the creative expression tools of the theater exercises as a springboard towards creating individual and collective performances for the YLC final celebration.

Workshop D

"Culture Vultures: White Privilege & Cultural Appropriation" (Ari Clemenzi and Kusum Crimmel)

Culture Vultures will explore culture, where it comes from, who owns it, and how white privilege can play a part in the appropriation of culture. We will look at how all communities have been misrepresented in some way and how the cultures of communities of color have been exploited, and stolen for profit. This workshop will identify ways that all people can play a part in resisting cultural theft.

***1:00-1:45 pm: Lunch (pick up your box lunch in the Ballroom Foyers)**

***1:45 - 3:00 pm: Keynote Address II (Grand Ballroom)**

***3:15 - 4:45 pm: Workshop Rotation #2**

***4:45 - 6:00 pm: Youth Performance Introduction**

***6:00 - 7: 00 pm: Dinner**

***8:00 - 10:00 pm: Shades of Youth Film Preview and Caucus**

Please refer to enclosed room matrix for location. The film description is available on page 13.

***10:00 pm: Free Time**

Friday, April 3 YLC Agenda

***8:00 - 8:30 am: Breakfast and Welcome (Grand Ballroom)**

***8:45 - 10:30 am: Ice Breakers, Yoga, Meditation**

***10:45 - 12:15 pm: Workshop Rotation #3**

Refer to Thursday's workshop listings.

***12:15 - 1:15 pm: Lunch (pick up your box lunch in the Ballroom Foyers)**

***1:30 - 3:00 pm: Workshop Rotation #4**

***3:00 - 3:30 pm: Introduction to WPC Workshops**

WPC workshop descriptions begin on page 23.

***3:30 - 5:00 pm: Youth Caucus Time**

***5:00 - 7:30 pm: Shabbat Dinner (Grand Ballroom)**

Advanced registration required.

***7:30 - 8:45 pm: Keynote Address III (Grand Ballroom)**

***9:00 -10:00 pm: Youth Performance Rehearsal, Youth Caucus, Yoga, Meditation**

***9:00-11:00 pm: Film Previews**

Youth may also participate in the Film Previews; descriptions are available on pages 15-16.

Saturday, April 4

Youth will join the WPC keynote address, workshops and closing celebration. Please see Saturday's schedule for details.

WORKSHOP RATINGS

Please carefully consider the level of workshops you choose to attend.

Beginner

These workshops are appropriate for individuals who have little or no knowledge about privilege, anti-racism, oppression, and intercultural issues. These workshops stress fundamental concepts and approaches, and offer participants time to grapple with this new information in a supportive environment. Individuals who have just begun to learn about privilege, racism and other intercultural issues, and who are first-time participants at the White Privilege Conference are the target audience for beginner workshops.

Intermediate

These workshops are appropriate for individuals who have a working knowledge of privilege, anti-racism, oppression, and intercultural issues. These workshops stress the interconnection between fundamental concepts and new knowledge, techniques, methodologies, and skills. Individuals who are seeking to discover what to do with their new knowledge about privilege, racism, etc. are the target audience for intermediate workshops.

Advanced

These workshops are appropriate for individuals who are educators, facilitators, practitioners and leaders in areas of cultural diversity, and who have a highly developed understanding of privilege, anti-racism, oppression, and intercultural issues. These workshops offer ways in which advanced participants can deepen their knowledge through high impact experiential activities and acquaintance with new theories. Also, these workshops offer advanced practitioners ways to share insights, refine their knowledge, and sharpen their already-developed skills.

WPC10 WORKSHOPS

1) A Different Drummer: Using Multiple Ways of Knowing to Explore Thoughts and Feelings about Our Relationship to Race, Racism and Privilege

All Levels

This workshop helps participants explore how multiple ways of knowing can illuminate thoughts and feelings that we might not know we have. Using visual expression, poetry, image making, movement and other ways of knowing, we will explore how different modes of expression can lead to new insights about our relationship to race, racism and privilege. How do these different processes for knowing help us understand ourselves, our community and our relationship to the world?

Presenters: European American Collaborative Challenging Whiteness

2) A State of Being: How Do We Teach All Our Children

All Levels

How can we disrupt the pattern of inequities in education and change our classrooms and schools in deep and revolutionary ways? Julie will present strategies, research and activities that will get at issues of white privilege in schools including tracking, over referral of students of color to special education and lack of resources for students in poverty. If being a culturally competent teacher is a "state of being" what is that state exactly? Julie will facilitate a dialogue around this and other important questions.

Presenter: Julie Landsman

3) Afropuff Lederhosen: The Difference Humor Makes

Beginner-Intermediate

Please attend this session if you are interested in a new approach to familiar themes and materials. Ms. Roberts will present an excerpt from her satirical lecture project, *Afropuff Lederhosen: What Happens When You Take a Black Baby and Raise it to be German*, followed by tips and discussion regarding the incorporation of humor into difficult discussions. With a focus on combining theory with personal, subjective and humorous storytelling, this session will provide tips and examples designed to take conversations to the next level.

Presenter: Vanessa Roberts

4) Anti-Racist Organizing for Collective Liberation

Intermediate

This workshop is based in the belief that anti-racist organizing in white communities is critical to building powerful, effective multiracial movements that can transform society. It is designed to support white people in building an understanding of white supremacy and develop anti-racist organizing skills. Core content is focused on anti-racist organizing principles that can be brought into social justice work.

Presenters: Catalyst Project; Ingrid Chapman, Clare Bayard and Betty Jeanne Rueters-Ward

5) Are U.S. Wars Racist?

Intermediate

A common chant at anti-war demonstrations is "1, 2, 3, 4, we don't want your racist war," but a chant is not analysis. In an era when two African Americans, Colin Powell and Condoleezza Rice, have been in the inner circle of military and political leaders who plan war, it's more important than ever to examine the role of race in contemporary U.S. foreign policy and war. If we move beyond a simplistic notion that policymakers would be motivated to attack a nation out of overt racism, we can ask important questions about the role of racism in policy formation that leads to war and public opinion that supports it.

Presenter: Robert Jensen

6) Are Your Practices Equitable or Equal?

Intermediate

Participants in this workshop will have an opportunity to engage in intentional discussion and activities that will enable them to challenge their behaviors and attitudes on a daily basis in their work in the classroom. Research is beginning to show the negativity from such behaviors can be what's keeping some of our students from experiencing academic success. The facilitator has built this workshop around the articles: "White Privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh and "White Privilege in Schools" by Ruth Anne Olson, as well as the DVD, "Brown Eyes, Blue Eyes" by Jane Elliott. Some of the injustices going on in many classrooms across our nation every single day will begin to unfold during our time together. We will end on a "high note" by addressing the solutions to some of the daily injustices that may impede learning.

Presenter: Beverly Bennett-Roberts

7) Arts & Activism

Beginner-Intermediate

As an activist Secours has used film and video as a tool to effect social change and public policy regarding inequities in health care, education, criminal justice. In her Arts and Activism Series Secours will screen clips from several of her videos and discuss how she has successfully challenged local, regional and national officials through visual arts.

Presenter: Molly Secours

8) Backing Black Leadership: Using the Tools of Listening and Emotional Healing

All Levels

In this historic period of our first Black President, how do we assist people to challenge the ways in which big hopes and big disappointments can get pinned on our new President? How do we assist people to look at and interrupt the ways in which racism and internalized racism will target this administration? How can we use this victory to unabashedly challenge racism? And how do we follow the directions and perspectives of this new administration of empowering our own communities to end racism and bring about social justice for all (as President Obama said in his victory speech, "This victory alone is not the change we seek. It is only the chance for us to make that change."). This workshop will teach participants the tools of listening and emotional healing as taught in Re-evaluation Counseling as one strategy to counter racism and internalized racism that can get aimed at Black leadership.

Presenters: UER; Barbara Love, Apryl Walker and Thee Smith

9) Beyond the Surface – Experiential Activities about Power, Prejudice and Privilege for Children

Beginner-Intermediate

School segregation in the United States is currently at the same level as it was in 1969, the year after Martin Luther King Jr. was assassinated. Our children continue to grow up surrounded by negative, racialized stereotypes, often with little or no critical intervention or education. This dangerous situation breeds fear, feeding prejudice and hatred, which in turn fuel social injustice, racism, violence and further segregation. Research shows that we start to exhibit prejudice between 2 and 8 years old. So why do we wait to explicitly address issues of power, prejudice and privilege until high school, if ever? This workshop will give participants concrete tools and dynamic experiential activities to explore prejudice and privilege with children in multicultural and homogenous contexts. Participants will experience the activities themselves, and then be coached in facilitation strategies and tips so that they can take these tools back to their communities and deepen the critical work of combating institutionalized racism and moving toward social justice for all of our children.

Presenter: Cherine Badawi

10) Black Males: Armed and Dangerous

All Levels

This workshop will examine the historical and contemporary portrayal of young Black males as menaces to society. From the plantation and the Grand Experiment (Reconstruction) to Jim Crow and Black Power, young Black males have a/ways been the standard bearers of counter-culture, e.g. drumming, jazz, be-bop, hip-hop, etc. Does this warrant media backlash and hyper-racism, resulting in ostracism and extreme acts of violence?

Also, we will examine how internalizing these historical media portrayals have caused Black males to become violent one toward the other through the ages."

Presenter: Mike Weaver

11) Bordering Identities and Building Alliances within Communities

Intermediate

One of the central tenets of whiteness is dichotomous and oppositional thinking: white/black, with us/against us, 1 man/1 woman. This workshop will challenge the polarized identifying that breaks down our communities. Specifically, how lesbian, gay, bisexual, transgender, and queer communities are encountering oppressive and privileging patterns by naming or (re)claiming it. How do these patterns hinder communities' multiple identities from being present in conversations? How might we begin building alliances across bordering identities (e.g.?) to create a movement built upon collective thinking? These questions will frame our discussion and work to heal our communities and collectively build inclusive practices to liberate all people.

Presenters: teddy wright, Sarah Insel and Jordon Johnson

12) Breaking Legacies of Silence; Launching Children into Circles of Liberation

Advanced

This workshop employs popular film vignettes, video clips of children and didactic material to demonstrate working with children through liberation-informed circles. Countering traditional mental health configurations of diagnosis and treatment we link responsibility and social action to healing and empowerment of children. Discussion with participants will focus on building critical consciousness around white privilege and cultural coalitions with children.

Presenters: Rhea Almeida and Caroline Hann

13) Building From a Social Justice Framework: Trans Issues in the Broader Context of Diversity

Beginner

This workshop engages participants in a critical examination of complex systems of privilege and oppression. Topics of discussion include race, class, sex, sexual orientation, gender, age, religious affiliation, and ability. Participants are encouraged to examine the intersecting impact of these identities in their own lives and then more specifically in relation to trans communities. Further focus is placed on working with allies to build trans and LGBTQ movements that do not contribute, either internally or externally, to homophobic, racist, classist, and/or ableist privilege and oppression.

Presenters: Adison T. Petti and Beth Kancilia

14) Building Radical White Community

Advanced

In this workshop, we will explore how to create a conscious, accountable, and sustainable white anti-racist community dedicated to consciousness-raising and organizing for systemic change within white communities. We will focus on AWARE-LA's model of Radical White Identity & Community as a way to ground community building and white racial identity work. This workshop will develop the theoretical foundation for AWARE-LA's model as well as some of the first steps to building an active community of white anti-racist people dedicated to racial justice work alongside people of color. How does Radical White Community challenge white supremacy, and also contradict the idea that white people working together is always problematic? What is the role of Radical White Identity/Community in building an active resistance movement among radical, liberal, & progressive white people? This workshop will explore these questions in an interactive experiential way.

Presenters: Sarah Glasband and Jason David

15) Building White Anti-racist Organizing

Advanced

AWARE-LA has created an innovative, grassroots organizing project in Los Angeles, CA. We have been bringing together white anti racist activists and begun to organize in the white communities in Los Angeles. Through

initiating partnerships with local community of color social justice organizations and developing our own campaigns, we are seeking an active role in issues such as opposing gentrification or opposing racist immigrant repression. We take on the particular role of organizing within the white community in whatever form that takes within a specific campaign. In 2008 we launched our first campaign called “The Ballot Box and Beyond: Race, Elections and the Making of History.” Through consciousness raising, media work, organizing, and alliance building the campaign examined how race, racism, and white privilege played out during the '08 Presidential elections. This workshop will explore our organizing model in LA and offer specific tools for how to build a group in your community. This groundbreaking work offers hands-on tools for moving from being an anti-racist activist to anti-racist organizer.

Presenters: Kevin D’Amato, Clare Robbins and Joshua Busch

16) Challenging White Privilege in Corporate America

Intermediate

Every organization has inherent formal and informal power structures that shape unwritten rules that can hold back diversity initiatives. Aimed at increasing the capacity of corporate leadership to recognize white privilege and occupational segregation in the workplace, this workshop explores how to respond through appropriate dialogue and action planning. Reflecting on the reality of the corporate climate, participants will enhance their understanding of the influence of privilege on an employee’s performance and distinguish their role in becoming leaders for change in the 21st century global workforce.

Presenters: YWCA of Greater Cleveland Racial Justice Initiative; Christina Wagner and Linda Kanney

17) Coming Home, A Discussion for White Working Class People on Anti-Racist Organizing

Intermediate

This workshop is designed by and for white people raised working class and/or poor to share experiences growing up within the intersections of racial privilege and class oppression. We will examine how these experiences can give insights into strengthening a commitment to anti-racism and collective liberation among our families and other poor and white working class people. This will be a space to share lessons and learning about how to organize white working class people to take collective action against racism. The workshop is designed to focus on the white working class. People of color who would like to engage in this conversation are welcome to participate.

Presenters: Catalyst Project; Ingrid Chapman, Clare Bayard and Betty Jeanne Rueters-Ward

18) Complex Positionality: Jews, Whiteness, and Identity

Beginner-Intermediate

Looking over the historical emergence of the concept of “race,” critical race theorists and geneticists remind us that there are no essential genetic markers linked specially to “race,” and that it is, therefore, discursively or socially constructed. Although Jews are members of every so-called “race,” dominant groups have constructed Jews across a wide spectrum/continuum upon the racial divide. Many U.S. Jews often find themselves questioning the racial space they occupy, given that most are afforded White-skinned privilege, but understand that Jews have been historically seen as racialized others. Moreover, Jews confound established notions of identity because of the complexity of Jewish identity. This session will explore the history of Jewish racialization, the multifaceted nature of Jewish identity, and the connection between anti-Semitism and racism.

Presenters: Warren J. Blumenfeld and Flaurie S. Imberman

19) Complicating “White Privilege”: White Supremacy as a Function of Economic Exploitation

Advanced

In a U.S. context—and most anywhere in the world—we cannot understand racism without examining its economic implications; nor can we understand poverty without uncovering its intersections with race. Too often, the notion of white privilege is applied without these complexities in mind. As a result, those of us intending to do anti-racist work may unintentionally help solidify false oppositional relationships between working class or low-income people of color and working class or low-income white people—relationships that protect the wealthy

white power structure. In this session we will discuss the dangers of these dominant—and overly simplistic—ways in which “white privilege” theory is applied and the factors we might consider in order to apply a more complex “white privilege” lens.

Presenter: Paul C. Gorski

20) Considerations for Effective Anti-Bias Facilitation

Beginner-Intermediate

There are many unique dynamics and situations that can arise in anti-bias and privilege workshops. It is important that facilitators understand and feel prepared to navigate these unique dynamics in order to maintain a safe and productive environment. Focusing on facilitation skills, this session will provide an overview of important aspects of anti-bias facilitation, tools for reframing participants’ resistance to owning their privilege and an opportunity to discuss specific facilitation challenges.

Presenter: Beth Yohe

21) Cosmic Race, Rainbow People and Other Myths: Race and Racial Identity in the Latino/a Community

Beginner-Intermediate

This session will help participants explore the historical and contemporary factors affecting Latinas/os racial identity and the impact of this identity on issues of equity and social justice. Participants will also explore how this identity affects interracial relations between Latinas/os and other groups, and what each group can do to improve them.

Presenter: Jorge Zeballos

22) Creating Social Justice in Organizations: Sharing Best Practices and Lessons Learned

Intermediate

How can we create inclusive, socially just organizations through systemic, long-term culture change? The three presenters of this program have experience partnering with leaders to design and implement strategic Multicultural Organization Development change initiatives in colleges and universities, human service agencies, and corporations. During this session they will facilitate dialogue that explores both the best practices and lessons learned as organizations have worked to create inclusive, socially just environments for all constituents. Participants will receive a workbook of materials to use as they create systemic organizational change.

Presenters: Kathy Obear, Vernon Wall and Jamie Washington

23) Critical Awareness in the Details: Whiteness in Museum Experiences

Intermediate

This workshop centers on looking at Whiteness in the arts. We will explore the dynamics of permanent collections in public museums overwhelmingly displaying White culture, and presentations of “the other” in sections and specialized exhibits. How does this keep us from engaging radical change in the arts? What is our collective responsibility as members of our arts communities? Explore these issues and more in a session designed to help you experience museums in a new and socially responsible way.

Presenter: Sara Sutler-Cohen

24) Critical Whiteness Theory in the College Classroom

Advanced

Many teachers engage in anti-racist pedagogy without the support of departmental colleagues. The objective of this workshop is to provide a forum for college and university faculty and staff to share strategies for proposing, planning and teaching whiteness theory in a variety of disciplines. We will discuss issues such as pedagogical techniques for addressing student discomfort and resistance, acknowledging our privilege as teachers, crafting curricula for different levels, and articulating discipline specific student learning goals.

Presenter: Dana Nichols

25) Cultural Competence: A Band-aid That Protects White Supremacy or a Tool for Social Change?

All Levels

In this workshop we will discuss our experiences with cultural competence training programs and organizational change models. We will use a social change framework to assess the ways in which cultural competence programs can be used to make organizational and social change, as well as ways they can also be used to promote greater stereotypes and an apolitical approach to structural oppression.

Presenter: Diane Finnerty

26) Decolonization for Whites: From Unlearning Racism to Decolonizing White Settler Identity**Intermediate**

How do White folks decolonize themselves? Bringing together my experiences trying to unlearn racism and challenged by indigenous decolonization, this participatory workshop will initiate conversations hoping to bridge the structural approach of anti-racism and the personal realm of White identity issues. We will address the ongoing consequences of a settler identity, as well as brainstorm what decolonization protocols might include (international examples will be mentioned, as well). Some possible conversation topics: apologies, vulnerability, discernment, mirroring, transformation, healing and reconciliation.

Presenter: Robert Jackson-Paton

27) Dialogue for Change**Intermediate-Advanced**

Have you ever wondered how to approach your boss about his sexist comments? Or how to stop Uncle Hank's racist joke telling? Or just how to use your voice to make a difference? Join Anna Shabsin for this high-energy workshop focusing on learning dialogue skills.

Presenter: Anna Shabsin

28) Discovering White and Male Privilege: The Surprising Journey (Session One of the Journey Workshop)**Beginner**

In this interactive workshop, Victor Lewis and Peggy McIntosh will first tell the stories of how they slowly and painfully came to see the extent to which they are immersed in unearned advantages with regard to gender or race. They will emphasize this is not a matter for blame, shame and guilt. They will then use and discuss interactive pedagogy of several different kinds involving all participants: Serial Testimony, the Ad Hoc Poll, and the Unscripted Spontaneous Interview. These can be used in school and college classes. One freeing aspect of the teaching is that all participants reflect on some of the ways that all of them experience both unearned disadvantage and unearned advantage in their lives.

Presenters: Peggy McIntosh and Victor Lee Lewis

29) Dismantling Institutional Racism through Functional Behavior Assessment**Intermediate**

The use of suspension and expulsion in American schools disproportionately affects African American and Native American students. In this presentation you will learn how the connection between culture and behavior can predispose students of color to come under scrutiny by school personnel and how to refute racist and classist discipline policies using a scientifically validated, research-based technique. This technique, functional behavior assessment, is actually mandated to be practiced by special education law, but is not used to its full potential. This presentation is exceptionally suited to classroom and resource room teachers and administrators, and to parents of children of color.

Presenter: Bryan Cichy

30) Education of the Future Citizen for a Shared, Sustainable World**Beginner**

Sustainable education means many things to different people, but in a quickly globalizing, complex and interdependent world, that kind of global education needs to be defined more broadly to include Human Rights,

indigenous peoples' rights and history, environmental sustainability and economic justice issues – in essence the essential understanding that we are connected now, in all things. That is a radically different view of education altogether, one that includes transformative models of what education must become, worldwide. This workshop examines the structure and design of that new education and its components such as Multiple intelligences, Systems analysis (including ecological systems) and classroom environment and equity access issues, together. Since we all are born on this planet as innate and joyful learners, we ought to be able to, together, design a system that actually succeeds in creating the active problem solver and empowered citizen of that diverse fascinating new world and using all our diverse talents for better, more sustainable solutions.

Presenter: June Gorman

31) Ending Internalized Racism: Listening and Emotional Healing as a Tool

All Levels

Racism not only enforces oppression on others, it also leaves those targeted by racism (people of color) to compete against one another in our own communities, to doubt our own goodness and strength, and to struggle when it comes to supporting each other or our allies. This includes people of mixed heritage, who face a particular kind of racism and isolation in the world. We are not to be blamed for these difficulties, and these difficulties are not reflective of our hopes, our goals or our intelligence. This workshop introduces the tools of listening and putting attention on these challenges through the tools of Re-evaluation Counseling as a method for enhancing our liberation.

Presenters: UER; Rachel Noble and Nelson Simon

32) Ending Racism and all Other Oppressions: Listening and Emotional Healing as a Tool

All Levels

No person grows up in this society without being affected by the hurts and divisions caused by racism. Oppressive policies will continue to slow our progress without a chance to examine racism's affects on us, our families, our communities, and our institutions. Freeing our minds and other minds from the anger, grief, and confusion we experience in an oppressive society will increase our effectiveness as we work for liberation. Participants will learn how a simple process of listening, through Re-evaluation Counseling, provides tools to do this work.

Presenters: UER; Veronica LaCrue and Eunice Torres

33) Exploring Religious and Spiritual Diversity and Pluralism, in the Context of Christian Privilege

Intermediate

Our work to engage diversity is complex and ever changing. We know today, that we cannot address racism, without engaging what it means to have a racial identity. We also understand that we experience race in the context of "white supremacy". Thus we are now able to engage the concept of "white privilege". This work continues as it relates to gender, sexual orientation and in this session religion. Join us for this interactive look at religious and spiritual pluralism in the context of Christian Privilege.

Presenter: Jamie Washington

34) Exploring White Racial Identity Development with Teachers/Students

Beginner-Intermediate

How can we talk about the effects of whiteness on school culture and climate? How does white identity impact teaching and learning? What are some strategies for developing an anti-racist teaching practice? The presenter will share her work and research in schools regarding white identity, privilege, and anti-racism.

Presenter: Elizabeth Denevi

35) Five Interactive Frames for Looking at Race, Gender, Class, and Sexual Orientation

Intermediate

Peggy McIntosh will draw pictures that illustrate her theory of Five Interactive Phases of Understanding Power. This plural frame still has explanatory power for her 35 years after she first devised it. Each phase has a different

frame for seeing power and privilege, and each results in markedly different ways of teaching and acting. The last half hour of the workshop will be interactive and will draw on participants' own memories of how they (were or were not) formally schooled about social power and privilege. We will use the Phase Four technique of serial testimony. Handouts include two papers, a Phase Theory diagram, and Peggy's notes on facilitating discussions of privilege in progressive ways that are based on experience rather than on opinion.

Presenter: Peggy McIntosh

**36) Free Land: Excavating the Legacy of Manifest Destiny and White Privilege through Hip Hop Theater
Beginner-Intermediate**

Do you live on stolen Native American land? Did your ancestors Homestead? Do you know the history of the land you live on? Through interactive theater exercises, music, and group discussions, we will explore our family histories and cultural narratives about who we are, where we live and how we got here. Tracking our families' footprints across the land and the history of US colonialism and westward expansion, we will examine how they impact where we stand and who we stand with today. We will draw on the lessons and inspiration of our family stories to guide and inform our community activism and to build strategic alliances for racial justice.

Presenter: Ariel Luckey

**37) Getting the Fish to See the Water in which it Swims: Teaching about White Privilege with a Board Game
Intermediate**

Chris will present a monopoly-style board game that was developed to illustrate how white and gender privilege creates social inequity. The game focuses on the subtle, psychological aspects of privilege. Chris will discuss research that shows the game's effectiveness in changing many race-based attitudes as well as the limitations of a board game format for increasing awareness of white privilege.

Presenter: Chris Wetzel

**38) Green Privilege: Race, Class, and the Climate Crisis
Beginner**

Everywhere you look products, services, and businesses are going green to help solve the climate crisis - but what does "green" mean and is it a solution? The Global Climate Crisis is more than an environmental issue; it is also an issue of justice, resting at an intersection of race and class. In this workshop we will examine the role privilege plays in the climate crisis. Participants will learn the basic principles of sustainability and climate change. Through activities and discussion we will explore our own behaviors and what it means to be both green and just.

Presenters: Laurie B. Lippin and Stephanie Puentes

**39) Healing from the Legacy of Slavery: Navigating the Treacherous Path between Horror and Hope
Beginner-Intermediate**

Sustainable social change begins with taking responsibility for personal awareness and healing. In this workshop we'll explore historic and collective traumas inherited through the legacy of slavery, learn about the resulting cycles of victimhood and violence, and the tendency for these to be passed on unless conscious choices are made to break those cycles. Find ways to face hidden, horrific history truthfully and without fear. Discover healing resources for individuals and communities. Join in a deeper conversation about race in the United States and an urgent call for honest and meaningful dialogue in a nation ready for healing.

Presenter: Tom DeWolf

**40) Historical Foundations for an Understanding of Whiteness
Beginner-Intermediate**

Where did the group "white" come from and what does it mean? Through an examination of law, the origins and development of white as a group and then a race in the U.S. will be explored. Finally, participants are invited to engage in small group exercises that challenge us to draw upon historical content as a valuable resource to address present day situations that re-enact white privilege.

Presenter: Jacqueline Battalora

41) Housing, Race and Income: The Politics of Gentrification

Intermediate

Across the country, our cities are changing as we watch low-income urban neighborhoods be re-developed and transformed. As these communities see an influx of resources and people with much more disposable income- often white- they also see the displacement of existing residents- often people of color. The questions that come up around this issue- Who is to blame? Is gentrification good or bad? Who does gentrification benefit and who feels the cost?- will be explored through this workshop.

Presenters: Chelsea Boilard and Thomas Ardnt

42) How Do You Talk To a Racist? Using Conversational Belief Change to Confront White Privilege. (Session Two of the Journey Workshop)

Intermediate

Victor Lewis has been studying techniques of conversation that can be used to intervene in belief structures that are limiting or oppressive. During the workshop, Victor will demonstrate and name some of the sequenced techniques and processes that go into "Conversational Belief Change." Patterned inquiry and intuitive suggestions grouped in series of 5-7 exchanges can undermine fixed mental and emotional scaffolding that minds have built around fraught subjects including race. He and Peggy McIntosh will track some of these techniques as they were unconsciously and intuitively used in the film "The Color of Fear."

Presenters: Peggy McIntosh and Victor Lee Lewis

43) How the Phrase "Closing Achievement Gaps" Reinforces Systemic Racism—And What We Can Do About It

Intermediate

According to current education reform rhetoric, our nation's focus on "achievement gaps" is intended to reveal inequities in the system and provide an impetus for change. Perversely, however, this focus actually serves to reinforce deficit thinking about students of color, their families, and their communities. In this interactive session, we will use Critical Race Theory to explore how the focus on "achievement gaps" reinforces the myth of white superiority by defining the problem as the "failure" of students of color to perform at the level of their white peers as opposed to the failure of the system to acknowledge and dismantle policies, practices, and norms that systematically disadvantage students of color. We will explore the historical, economic, sociopolitical, and moral conditions that largely are ignored in current achievement gap discourse and work to construct together new and powerful language and strategies for meaningful change.

Presenter: Circe Stumbo

44) How to Make the Invisible Visible: Tools for Pulling Back the Veil of Privilege

All Levels

Why is it that the dynamics of diversity, power, and privilege are invisible to some and yet others see it clearly? This workshop will provide participants with seven easy tools to support healthy dialogue about unearned privilege. Dr. Jones will share concepts he has utilized to support leaders in Fortune 500 companies, universities, K-12 public and independent schools to increase their ability to identify and discuss white privilege. Participants will leave this session better understanding how to pull back the veil of Privilege to "help good people move beyond good intentions" into actions which support valuing diversity and building more inclusive communities.

Presenter: Steven Jones

45) Interactive Education Tools for Understanding and Deconstructing Power

Beginner-Intermediate

This interactive workshop challenges participants through "embodied" work to explore ways to look at power and privilege. You will take away concrete tools you can use with audiences of any age to develop strategies for creating an equal society.

Presenter: Corey Ann Seldon

46) Intergenerational Allegiances: Grown-Ups Making the Space for Youth Voice on White Privilege All Levels

How can we as adults, in roles such as teachers, service providers, mentors, parents/family members or community join more effectively in equity these initiatives, be stronger allies to those targeted by racist policies and practices and share our power to better support young people in their various stages of antiracist organizing? Using the film, "Shades Of Youth, Youth Speak on Racism, Power & Privilege," which documents the youth voice at the WPC, and drawing from activities and other resources, we hope that you will come away with more tools and knowledge to:

- Understand what it means to be an ally
- Enter into more powerful adult/youth alliances
- Support youth in understanding power, privilege and racism in their lives as they experience it
- Offer youth effective tools to work with conflict and to challenge institutionalized racism
- Work in solidarity with youth and families of color
- Model activism, alliance building and accountability in your peer relationships
- Create and draw from promising intergenerational approaches

Presenter: Lauren Parker Kucera and Jesse Villalobos

47) Inter-racial Dialogue for Women: Confronting Privilege and Building Relationships Beginner

The purpose of this workshop is to model a dialogue experience between a White woman and a Black Woman, help participants understand cultural differences between White Talk and Color Commentary, and examine the roles trust, listening, questioning, silence, language, and a shared sense of struggle and discomfort play in sustaining transformative inter-racial dialogue. The theoretical underpinnings of our workshop include Singleton and Linton's Courageous Conversations About Race, Delpit's "The Silenced Dialogue," Williams' It's the Little Things, and Helm's Black and White Racial Identity.

Presenters: Andrea Johnson and Christine Saxman

48) Introduction to Re-evaluation Counseling All Levels

The work of United to End Racism (UER) is based on the theory and methods of Re-evaluation Counseling (RC). RC is a process that gives people the skills to recover from the emotional hurts of living in an oppressive society and reclaim our ability to build liberatory lives and relationships. This class is for WPC participants who would like to learn; (1) the methods and theory of RC, (2) how we use it in United to End Racism work, (3) how they can apply this practice to increase the effectiveness of their work to end racism and other oppressions, (4) how they can use it to increase their own personal well being, (5) how they can use it to avoid burn-out in the liberation work, and (6) how they can use it to improve relationships and build closer and more effective alliances with other liberation workers. The class includes opportunities for participants to practice the emotional healing work of RC, and to learn how they can form groups to share the theory and methods of RC in their home communities and continue the practice of emotional healing in their own lives.

Presenters: UER; Nelson Simon

49) Karate Chops, Geishas, Nerds, & the Asian Invasion: Reflections of a Korean Adopted American All Levels

Many Americans strongly believe that Asian Americans are the "model minority" and thus do not suffer from racial discrimination and oppression. Moreover, Asian Americans are not typically considered "real" Americans due mainly to being depicted in the media as the forever foreigner. I hope to show how these stereotypes have caused not only anguish within the Asian American community, but have also upheld the belief that Asian Americans are second-class citizens. Through an in-depth investigation into the stereotypical portrayals of Asians and Asian Americans in the American mainstream media and the impact these stereotypes have had upon my life

as a Korean Adopted American growing up in a predominantly white and culturally white environment, I hope to inform the audience how stereotypes damage and limit one's identity. More importantly, I will provide the audience with a "model" in which we can self-empower our identities and ultimately challenge oppression.

Presenter: John Palmer

50) "Liberated Narratives: Being Accountable for Self, Friendship and Community."

Intermediate

Liberated Narratives: Being accountable for self, friendship and community" illustrates the dialogue, inquiry, and development of critical consciousness that sustains our accountability to communities of color and to each other within our organization, the Alliance for Racial and Social Justice (ARSJ). The work of ARSJ is unique in that it is founded on Paulo Freire's work on critical consciousness to address oppression and empower communities to demand justice and the Cultural Context Model (CCM), created by Rhea Almeida, an innovative family systems approach to cultural healing. Three main premises of the CCM are: accountability, critical consciousness, and empowerment. This accounting of the development of our social justice projects, will tell the story of the struggle for, creation of, and sustainability of internal accountability within a white anti-racist organization. Through its storytelling, "Liberated Narratives" summarizes the importance of internal accountability in white anti-racist organizing in order to maintain authentic accountability to people and communities of color. Ultimately, "Liberated Narratives" will demonstrate the consciousness-raising, valuing, and accountability to the socio and economic differences across the white antiracist members themselves based on sexual orientation, disability, age, class, and gender differences.

Presenters: Amy Meckeler, LaQuan Rankins and Iris Rubenstein

51) Liberation History 101

Beginner

Who's your favorite anti-racist historical figure? Is history just a bunch of dead white ruling class men, or is there a vibrant, inspiring tradition of resistance to oppression, including whites who opposed racism? Come to learn about the history of whites fighting against racism and oppression. This fun and lively workshop will celebrate names and events in U. S. history rarely mentioned in classrooms.

Presenters: Dotty Burt-Markowitz, Dianne Lyday, and Betsy Merbitz

52) Liberation through Leading in Cross-Racial Teams

Intermediate-Advanced

In this interactive workshop participants will work with an experienced cross-racial training team (person of color & white) to explore an approach that models and deepens anti-racist work. Using case studies, we will explore: common challenges both between the team and with the participants and how to work with them; the pre and post work that is necessary for successful anti-racist teaming; and strategies for being intentional and strategic about interrupting racism.

Presenters: Robin DiAngelo and Darlene Flynn

53) "Not white - Not Black? The Place of "Other" Ethnicities in the Racial Dichotomy"

Beginner

This workshop will center around discussion of historical and social circumstances that have put ethnicities that are not considered Black or white into the category of "Other." The dominant ideology has created a dichotomy that has served to separate people of color by having "other" ethnicities disassociate from the realities of those similarly oppressed and yet still identify with the dominant group, whites. Consequently, this reinforces the dominant ideology of White Supremacy.

Presenter: Sujana "Supreme" Dass

54) "Now That We Have a Black President" Reframing Resistance; Our Work Continues

Intermediate

“Now that a Black man is in white house, can we stop talking about racism?” “Isn’t it clear now that racism is over? Anybody can do whatever they want. There are no more racial barriers” These and other comments like it make our work as change agents even more important. We are living in a time where people will use our progress as an excuse to stop working. This session will help those of us in the trenches deal with and reframe the resistance of the current day.

Presenter: Jamie Washington

55) Oh Mr. “Black” President: Does White Privilege Still Exist?

Advanced

Prior to November 4th, 2008 I met many challenges as an African American Male addressing diversity issues. After November 4th, 2008 a new challenge emerged: Addressing diversity, specifically White Privilege, in the Barack Obama era. This session aims to deepen participants’ understanding and appreciation of an African American male’s struggles to combat resistance/cognitive dissonance while facilitating diversity, social justice and White privilege in education and society before the November 4th election and new challenges as a result of the outcome. As a minority, I “must” be willing and able to address the question: “Does White Privilege Still Exist?” posed by some of my students. The session will engage participants in candid discourse on emerging challenges and strategies to promote productive approaches to diversity and social justice from a privileged perspective.

Presenter: Darrell Cleveland

56) Pedagogy of Privilege: Classroom Concerns, Struggles, and Strategies

Intermediate

Workshop leaders will present an innovative structure for teaching about privilege that combines the strategies of "cross-privilege dialogue" with caucusing to foster an environment of support and challenge that addresses many of the concerns that frequently arise in teaching about power, privilege, and oppression. Examples of struggles that have occurred in courses taught by the instructors will be utilized to illustrate points of tension, and a model of praxis that emerged from classroom experiences will be discussed. Throughout the workshop, presenters will engage audience members in small group exercises and dialogue to deepen understanding of the workshop materials and strategies.

Presenters: N. Eugene Walls, Rachel Griffin, Susan Roll and Lynne Sprague

57) People of Color Identity: White Supremacy and Internalized Racist Oppression

Beginner

This workshop focuses on creating a common understanding of internalized racist oppression, and how People of Color function within a system of white supremacy. Manifestations of internalized racist oppression are explored, and various stories from all communities of color are strongly encouraged. Most importantly, we ask the question, “How does internalized racist oppression prevent People of Color from building a strong collective movement against white supremacy?”

Presenters: Jorge Zeballos, Robette Dias, Willard Bass, PaKou Her

58) Privilege’s Assault on Self-esteem

Intermediate

This workshop critically defines privilege and self-esteem to illuminate the risk factors of privilege and its interrelatedness in society. As self-esteem is an affectual self evaluation that is supported by one’s sense of achievement and social competence, the lived experience of people of color impacted by the expression of white privilege can alter the accurate, internal evaluation of the self. Attendees will learn how privilege, at various levels of society, can impact one’s self-esteem across the lifespan.

Presenter: Cyrus Marcellus Ellis

59) Re-educating the MindBody to Honor the Presence of the Soul Free from Racism

Intermediate-Advanced

The mind/body relationship parallels the master/slave relationship in our culture. This workshop engages breath and movement to nourish body memories and mobilize emotions to free up energy for social change. We will build trust in our own body, surrendering the mind and sharing movement in a powerful nonverbal space. We will share stories of how white privilege has interrupted our human relationships and find the movements and sounds that can now release their obedience to these narratives.

Presenters: Zahava Griss, Alyssa Lynes, Alexis Halkovic, and Jesse Phillips-Fein

60) Role of Youth in Ending Racism

All Levels

Young people are in a perfect position to help end racism. As young ones, we were all revolutionaries; before we ever adapted to racism, we defied its messages and conditioning. But we needed adults to support our intelligent efforts. In this workshop for young people and adults, participants will use the method of Re-evaluation Counseling to begin healing from the grief and frustration that inhibit our natural partnerships as youth and adults to challenge racism. Listening skillfully to each other's earliest experiences witnessing and interrupting racism, we will explore tools for backing youth in doing what all humans know inherently, and which young people have not forgotten.

Presenters: UER; Valerie Jiggetts and Eric Braxton

61) School Leaders as Proponents for Ending Racism: Using the Tools of Listening and Emotional Healing

All Levels

Schools can be a force for liberation and school leaders can play a major role in making this happen. We have the potential of being both models and advocates for addressing issues of race, racism, and internalized racism in our schools and among our constituencies—with young people in and out of the classroom; in interactions and relationships with parents, teachers, and administrators; and in any contact with the community and media. We have the great opportunity to be on the cutting edge of promoting unity, ending divisiveness, and empowering our constituencies. However, government restrictions, increased standardized testing, and required academic and non-academic curriculum pull at our time and energy, and challenge our hope for change. This workshop will offer the skills of healing the individual hurts of living in a racist society so we can more effectively work with others to take on these challenges. You will be taught the tools of listening and emotional healing as developed through Re-evaluation Counseling and how to apply these tools in your school settings. School leaders (administrators, teachers, parent and student leaders) and our allies are welcome to this workshop.

Presenters: UER; Russ Vernon Jones and Sparky Griego

62) Science, Race, and White Privilege in the Gene Age

Intermediate

This workshop will continue the discussion begun in Dorothy Roberts's keynote of the role of science in preserving biological constructions of race and explanations of white privilege in the age of genomics. It will challenge participants to examine their own ideas about the meaning of race and its relationship to biology and to political power. It will also discuss ways we can contest a biological understanding of race as part of our struggle against white supremacy.

Presenter: Dorothy Roberts

63) Solidarity vs. Charity: In Whose Interests?

All Levels

This workshop invites participants to look critically at community service programs, and to explore the difference between solidarity and charity, in order to help us understand the role of white privilege and upper class elitism that drive many service organizations and programs. In contrast, we will discuss some examples of organizations that, through their social justice work, contribute to the struggles against privilege and oppression.

Presenter: Flaurie S. Imberman

64) Southerners Ending Racism: Listening and Emotional Healing as a Tool**All Levels**

Southerners have both the lessons of the past and the growing strengths of our present communities to enable us to take the lead in healing this country from the damage of our history of the enslavement of African people and institutionalized racism and white privilege. To take this leadership, part of the work must include our own individual healing of these hurts from the past and understanding how these past hurts affect us now. We will work together and in separate groups as Southerners of color, white southerners, and allies (people who do not identify as southerners). This workshop will teach the tools of listening and emotional healing as developed in Re-evaluation Counseling to enhance the work of ending racism.

Presenters: UER; Barbara Love and Debo Powers

65) Taking a Personal Inventory**Beginner-Intermediate**

This workshop will involve an interactive exercise designed to raise awareness about one's cultural competency. Participants can come to understand their cultural and racial positionality and the power and prejudices that accompany their positionality. The participants will have an opportunity to share their insights with others and challenge themselves through a visioning exercise for future action.

Presenters: Robert Amico and Gaston Dembele

66) "Teachers are Either Liberators or Oppressors. Which are You?"- The Journey of Understanding the Lived Experiences of White Privilege**Beginner**

This session explores the lived experiences of educators who work to resist White privilege and examines the question of when is it necessary to conform to the system and when can it be challenged to create effective change. Moreover, this session examines and critiques the under-discussed privileges that people of color, particularly in education, have as a result of acquiescence to the status quo. This session explores the journey of educators, White and not, who work as change agents to provide all students successful educational opportunities. This session includes an investigation of complex and nuanced tensions that arise from varied expectations of diverse constituencies (eg. students, staff, community, and self). The central question to the session is: Teachers are liberators or oppressors. Which are you?

Presenters: Eric Johnson, Emily Bollinger, Mindy Euken, Petra Lange, Chandra Oswalt, Carrie Romo and Cindy Sporrer

67) The "10 Myths of Social Justice"**All Levels**

The term "social justice" is being used (and misused) on college and university campuses more and more these days. What exactly is social justice? What is a socially just community? What are the characteristics of a campus community committed to social justice? In this program, the 10 myths of social justice will be shared as well as an assessment that can be used to measure your campus' commitment to inclusion, equity and social justice. "Injustice anywhere is a threat to justice everywhere!"

Presenter: Vernon Wall

68) The Dynamics of Student Resistance: More Strategies from the Knapsack Institute**Beginner-Intermediate**

Understanding the dynamics of resistance is essential to teaching to about privilege and social justice. What does resistance look like in the college classroom? Why do students resist? This workshop will provide hands-on strategies to navigate resistance and create a transformative experience for students so they can become agents of change.

Presenters: Abby Ferber, Dena Samuels and Andrea Herrera

69) The Everyday Impact of Christian Hegemony

Beginner-Intermediate

This interactive workshop facilitates an examination and discussion of Christian Hegemony, the institutionalized system of Christian dominance in U.S. society which interconnects with sexism, racism, heterosexism, able-bodiedism, and anti-Arab and anti-Jewish oppression. The interactive discussion will look at how Christian hegemony looks today in the U.S., what its everyday impact is, how it has developed historically, what are its foundational values, and how these influence us today. The premise of this workshop is that one cannot accurately understand racism, sexism or other systems of oppression without coming to grips with the ways seventeen hundred years of Christian hegemony undergirds, shapes, supports, and obfuscates how power and violence really work in our society.

Presenter: Paul Kivel

70) The History of the Race Construct**Beginner-Intermediate**

This workshop will offer a concise visual history of the construction of race in the U.S., including both the historical roots of white privilege and acts of resistance. The workshop will be of interest both to those who want to learn more about this history and to teachers and workshop leaders looking for an adaptable tool they can use to teach the race construct in classes and workshops.

Presenters: Tema Okun and Bryan Proffitt

71) The Illusion of Inclusion is Causing Mass Confusion at Predominately White Campuses**Beginner-Intermediate**

This workshop will explore how Predominately White Institutions (PWI's) unconsciously create a false sense of inclusion on their campuses. From the misrepresentation in college brochures to the lack of representation of students, staff, and faculty of color, we will talk in depth about all students, in particular, how students of color are affected by this misrepresentation of an all inclusive environment prior to their arrival to their (PWI's) campuses. We will explore Social Identity Development theories, Student Engagement theories and how students of color are commonly affected by these theories. We will also explore why Offices of Diversity or Multicultural Affairs are perceived only for students of color and underutilized by institutions. We will provide participants with tangible skills to utilize back on their college and university campuses.

Presenters: Marcellus Davis, Alexander Hines and Kenneth Turner

72) The Intersection of Racism and Anti-Semitism**All Levels**

Historically and to the present anti-Semitism has been used to divert many progressive movements from taking on the real work of effectively challenging oppression in society. This includes the many ways that anti-Semitism has been used to distract people from fighting for the end of institutional racism. In this workshop we will focus on the historical and contemporary manifestations of the intersection of racism and anti-Semitism both in the US and globally. Using the Re-evaluation Counseling tools of listening and emotional healing, we will give participants the opportunity to share their successes and challenges in doing the work of eliminating racism and anti-Semitism, to increase their effectiveness, and to develop strategies to continue this work in their home communities.

Presenters: UER; Dvora Slavin and Nima Samimi

73) The Joy of Unlearning Racism**Intermediate-Advanced**

Many white people (and others from privileged groups) see unlearning racism (or other forms of oppression) as something to be feared and avoided. However, people who have actually participated in meaningful experiences to unlearn racism (oppression) have in fact found it to be a freeing and healing process that enhances their psychological well-being and improves their lives. In this experiential workshop, we will explore the specific ways unlearning racism/oppression can be liberating and how we can use this perspective in our work with others to better engage them in this process.

Presenter: Diane Goodman

74) The Minority Reporter

All Levels

Did you know that there are White people in your movies?! Prepare yourself, for this is the report that Hollywood doesn't want you to see. This session provides a structured forum for discussing and analyzing the ways in which Hollywood consistently glamorizes White characters at the expense of consistently marginalized minority characters. Learn specifically how to identify six primary character patterns occupied by both White and minority characters, and explore the reasons behind their creation and perpetuation. We guarantee that after this presentation, you will never see movies the same way again!

Presenters: Frederick Gooding and Khalid Patterson

75) The Pitiable Poor: Elements of Oppression in Ruby Payne's Framework

All Levels

One of the most dangerous ways in which social justice activists working in the field of education inadvertently support a conservative reframing of equity education is by latching on to the work of popular or trendy "experts" without a sufficient critical analysis of their work. In the education milieu this trend is most apparent today in the uncritical acceptance of Ruby Payne's book *A Framework for Understanding Poverty*. Additionally, staff development professionals have been hiring Payne to conduct endless numbers of workshops for educators around the U.S. In a sense, Payne has been identified by many within multicultural education and other ostensibly progressive education movements as the expert on the relationships between poverty, class, and schools despite the fairly egregious racism, classism, Christian-centrism, and linguicism that pervades her work.

Presenter: Paul C. Gorski

76) The Quilt of Humanity: Examining Self

All Levels

Eradicating racism and oppression is a complex, multi-tiered process. To work as a change agent and catalyst for change, individuals need to regularly engage in self-reflection and participate in experiences that enable powerful emotional change ("aha" moments) providing them with access to their emotions and their unconscious, where internalized racism resides. Using textile art, and writing, this workshop will provide participants with an opportunity to engage in self-reflection at a deep psychological level; and cross-race dialogue from a place of openness, compassion, and vulnerability that enables transformative change and lasting learning about self and others.

Presenter: Deborah Howard

77) The Role of Anti-Racist White LGBT Allies in Promoting Social Justice in Same-Sex Marriage Campaigns

All Levels

This workshop will address the competencies needed by White LGBT people to stand as strong anti-racist allies with/in current issue-based organizing around same-sex marriage. Ballot initiatives, like California's Prop 8, continue to be used to attempt to divide LGBT communities (assumed to be white) and communities of color (assumed to be straight). This debate provides opportunities for White LGBT people to either more deeply explore white supremacy and commit to greater movement building, or to believe the hype and use white privilege to indignantly dig in to "win" the campaign. All people are encouraged to attend this session. The facilitator identifies as a lesbian and White anti-racist ally and will encourage dialogue that identifies the particular knowledge, values and skills needed in this historic moment from White LGBT people committed to a social justice agenda.

Presenter: Diane Finnerty

78) The Role of White People in Ending Racism

All Levels

This workshop puts particular attention on the role that white people can play in ending white racism. White people are set up to play an oppressive role in our society and it's critical that we get to reclaim our own goodness and intelligence as we get an opportunity to face our challenges, confusions, fears and hopes when it comes to eliminating racism. This workshop introduces the tools of listening and putting attention on these challenges through the tools of Re-evaluation Counseling as a method for enhancing everyone's liberation.

Presenters: UER; Apryl Walker and Russ Vernon Jones

79) Train the Trainers: Helpful Tips for Facilitating Conversations on Racism and Privilege **Intermediate**

Whether you are new to facilitation or a seasoned presenter looking to sharpen your skills, this workshop will give you strategies for engaging a wide audience and taking the conversations deeper. Using the latest research in adult education, participants will learn tips and techniques that take us from "telling" to "teaching" and ways to utilize tension to help people come to new learning. Much of the workshop will focus on how to recognize and respond to common expressions of White privilege while facilitating.

Presenter: Ilsa Govan

80) Trans 101 **Beginner**

Trans 101 highlights the diversity of trans communities by introducing key language and terminology. Trans 101 sets the stage for more nuanced discussions of race, class, and gender in trans and allied communities by generating a more comfortable understanding of trans identity, introducing practical trans 'etiquette', encouraging dialogue, and creating a sense of community among participants.

Presenters: Adison T. Petti and Beth Kancilia

81) Trans Youth Culture **Intermediate**

Who are trans youth? What is trans youth culture? This workshop will address these questions by examining race, class and gender as relational identities that directly impact young people's participation in and contributions to social movements around marginalized identities. This workshop will examine the ways in which trans youth culture accepts or rejects dominant perceptions of race, class, gender, and sexuality within the trans community and in society at large. We will explore how trans youth can/do negotiate these identities to affect social change as well as examine why youth culture matters in creating an inclusive trans movement.

Presenters: Adison T. Petti and Beth Kancilia

82) Transforming White Privilege: A 21st Century Leadership Capacity **Beginner-Intermediate**

This workshop will share themes and insights from a survey about how people who are developing leaders in a variety of settings address (or choose not to address) white privilege and various forms of racism. Using interactive methods, participants in the workshop will draw out the implications of these findings for those of us trying to develop leaders with the confidence, courage and skills to name and transform privilege. The presenters will also share some of our thinking about how to infuse an understanding of white privilege into established leadership development programs, drawing from *Flipping the Script: White Privilege and Community Building* (a monograph co-authored by Potapchuk, Leiderman, Bivens and Major) and *Making Whiteness Visible* (a film from Shakti Butler of World Trust, who is a partner with us on this project).

Presenters: Maggie Potapchuk and Sally Leiderman

83) Understanding Racial Privilege Through Storytelling **Intermediate**

Although storytelling is often forgotten, it is a powerful way for people to share their racial experiences. In this workshop, participants will learn the art of storytelling both as listeners and speakers, and receive a mind map

that will guide them in the development of their own stories of racial privilege or its absence. Featured speakers will offer brief stories on racial privilege to inspire group learning.

Presenters: Pamela Smith Chambers, Robin Parker, Robin Alpern and Rose Williams

84) Unpacking Some of the Baggage of Race and Sexuality

Intermediate

Picking up on some of the themes presented in the Juan Battle's keynote, this workshop will challenge participants to think more critically not only about problems but also about solutions.

Presenter: Juan Battle

85) Unraveling the GenderKnot; a Personal Path to Identify and Eliminate Privilege

All Levels

Your transgender facilitator will briefly review concepts of gender and power, and use interactive discussions with participants to share their own experiences. Ideas presented in Prof. Allan Johnson's groundbreaking book "Privilege, Power and Difference" and Marilyn French's "Beyond Power" will be covered. Workshop participants will engage in revelatory discussions on gender, power and privilege. Warning -- you will never see gender in the same way after participating in this workshop!

Presenter: Gerry Lewis

86) We Can't Teach What We Don't Know: A Conversation with Gary Howard

All Levels

Many educators and other professionals use Gary Howard's book, *We Can't Teach What We Don't Know*, as a resource for engaging students or colleagues in the work of Awareness, Healing, and Social Change. This session is an opportunity to explore with the author the kinds of questions, issues, challenges, and complexities that emerge from using this book with both White folks as well as People of Color. Participants will learn from and with each other, as well as acquire strategies that Gary uses in his professional development workshops.

Presenter: Gary Howard

87) We Oppose Racism and Unearned Privilege...So, Now What?

Intermediate

Vast numbers of white people today claim that we are living in a post-racial society and we should be colorblind. How can we best challenge this perspective? For those of us who understand that to end racism we must sink deeper into the issue, how do we entice white people into a journey of self-discovery and change? This workshop offers white people practical steps to start building an effective antiracist practice for themselves and their communities. We will explore essential elements of an antiracist practice as well as tools and strategies for increasing the capacity of white antiracists to reach out to other white people.

Presenter: Shelly Tochluk

88) What Does Israel and Palestine have to do with Fighting Racism and Anti-Semitism?

All Levels

This interactive workshop, led by two white U.S. Jews, will focus on making connections across issues that often divide us in relation to Israel/Palestine. The workshop will include scenarios, small groups and discussion related to: the impact of the Nazi Holocaust; the role of the U.S.; the invasion of Gaza; the role of Zionism; and more. We will also speak to relationships between white Jews and people of color in the U.S., relationships among Jews, and between white Jews and white Christians and Muslims. The context for this workshop is based on both Palestinian solidarity and Jewish liberation.

Presenters: Lisa Albrecht and Penny Rosenwasser

89) What is Trans Citizenship?

Intermediate

Trans people have a vast range of experiences with social, legal, and medical systems and in the ways these experiences impact our everyday lives. This workshop considers how the State intimately intersects with the lives of trans people and how this interaction (re)produces race and class inequalities. We will also explore the ways in which notions of citizenship vary from city-to-city and state-to-state. Participants in this workshop will discuss differently scaled (re)productions of trans citizenship and what this means for racial and class equality.

Presenter: Jordon Johnson and Tre Wentling

90) When Caring People Hurt: Racial Microaggression and How Allies Can Help on a Daily Basis
Beginner-Intermediate

Most allies strive to be helpful. However, sometimes we say or do things that actually make things worse. It is important for allies to understand and recognize the impact of racism on an individual and to develop effective skills to lessen the impact of racism. This program aims at discussing how racial microaggression affects people on a daily basis and when allies are not helpful. Suggestions of how to be helpful will be provided.

Presenter: Hsiao-wen Lo

91) When the Center is on Fire: Passionate Social Theory for our Times
Intermediate

In this workshop led by two public sociologists, we will demonstrate links among recent race-based traumas (including the 9/11 attacks, Hurricane Katrina, the Abu Ghraib prison abuses and the Columbine massacre) by showing how they destabilized people's sense of belonging to themselves and to the larger community. All four events involve what legal theorist Patricia Williams refers to as "spirit murder"—"a disregard for those whose lives fundamentally depend upon our own regard." We will explore ways of transforming culture in order to move us away from violence and hierarchy while we learn from each other—artists, activists, educators, healers—about ways people are addressing these traumas in multiple settings. This is an interactive workshop that will give us time to brainstorm about how we all deal with the stress of confronting racism and identify the tools we need to be fully alive and whole as we create a new world.

Presenters: Diane Harriford and Becky Thompson

92) White America's Islamic Xenophobia
Beginner

The post-9/11 era in the U.S. has exposed the large amount of Hate and Bigotry that White America carries towards Muslim people. In the Presidential election of 2008, the suspicion of Barack Obama being a Muslim highlighted how acceptable it is in American society to find something inherently problematic and suspicious with someone who is even suspected to be Muslim. This session will draw from powerful personal anecdotes by the presenter to address the current state of Muslims in America. In addition, the session will provide talking points for clearing up basic misconceptions about Islam and Muslims and the socio-political implications of White American Xenophobia and misunderstandings.

Presenter: Amer Ahmed

93) (White) (Man's) Pornography
Intermediate

The multi-billion-dollar pornography industry likes to portray its "adult product" as harmless fantasy that is equally appealing to men and women. Paradoxically, as mass-marketed heterosexual pornography has become more widely accepted in mainstream U.S. society, it has become more intensely misogynistic and more openly racist. This can be seen across the pornography industry, but especially in the genre of pornography called "inter-racial." An honest look at the contemporary pornography industry and this particular genre gives us a window into the woman-hating and white-supremacist nature of U.S. society. That investigation also can open up avenues for men and white people to reject these hierarchal systems and participate in movements to move to a more just society.

Presenter: Robert Jensen

94) White-On-White: Anti-Racist White Affinity Groups**Intermediate-Advanced**

Elizabeth will share her experiences of organizing and utilizing anti-racist white affinity groups for both teachers and students (high school/college). She will discuss how the groups are formed and suggest curriculum ideas and strategies. Participants will be able to ask questions and brainstorm ideas for starting their own affinity group.

Presenter: Elizabeth Denevi

95) Young Children and Bias: Teacher Practices and Classroom Approaches That Counter the Effects of Bias on Children's Development.**All Levels**

Young children are at risk for developing biases and experiencing bias from a very early age. The presenters, all early childhood educators and anti-bias activists on behalf of young children and their families, will describe teacher practices and classroom approaches that support healthy identity development in all children (developing neither a sense of superiority or inferiority); and provide the children with tools and skills to think critically about and challenge unfairness, and celebrate diversity in respectful and empathic ways.

Presenters: Fran Davidson, Kim Francisco, Wendy Harris, Cheryl Render Brown and Tilman Smith

Speakers

Amer Ahmed www.dawapoet.com

Ahmed is a Hip Hop activist, spoken word poet (www.dawahpoet.com), Diversity consultant and college administrator channeling his diverse experiences into working towards effective change. Amer's education in Anthropology and Black Studies, his extensive global experiences and role as Co-Chair for the Board of Directors of Hip Hop Congress (www.hiphopcongress.com) supports his efforts to address issues of social justice that continue to face traditionally marginalized communities. Amer currently serves as Associate Director of Multi-Ethnic Student Affairs (www.mesa.umich.edu) at the University of Michigan - Ann Arbor.

Lisa Albrecht http://cehd.umn.edu/ssw/current_students/undergrad/social_justice

Albrecht is an activist educator and writer, and Morse-Minnesota Alumni Association Distinguished Professor of Teaching in the School of Social Work of the University of Minnesota, where she founded and directs an undergraduate program in Social Justice. She is a co-editor of *Sing, Whisper, Shout, Pray!: Feminist Visions for a Just World*, co-editor of *Bridges of Power: Women's Multicultural Alliances*, co-author of *The Critical Classroom: Education for Liberation & Movement Building*, and author of the soon-to-be-completed *Beacons in the Storm: White Educator Activists Working for Racial Justice*. As a white American Jew who identifies as anti-Zionist, she has traveled to Israel and Palestine, worked in coalition with Arabs, Muslims and Jews, and written and spoken for a just peace in Israel and Palestine since 1989.

Brenda J. Allen <http://thunder1.cudenver/clas/communication/faculty/ballen.html>

Allen (Ph.D., Howard University) is an Associate Dean in the College of Liberal Arts and Sciences and a Professor in the Department of Communication at the University of Colorado Denver. Her research and teaching areas are organizational communication, diversity, group communication, and computer-mediated communication. Among her numerous publications is a groundbreaking book entitled *Difference Matters: Communicating Social Identity*. She presents keynote speeches and conducts workshops for various groups on a range of topics, including diversity, presentational speaking, teamwork, and self-empowerment.

Rhea V. Almeida www.instituteforfamilyservices.com

Almeida, MS, Ph.D. founder of IFS, has 25 years experience as a teacher, therapist, and speaker. Creator of the Cultural Context Model, Dr. Almeida is the author of books, including "Transformative Family Therapy: Just Families in a Just Society" and author of numerous journal articles. She has been featured in the Los Angeles Times, CNBC, National Public Radio, USA Today and Pure Oxygen and was honored with the prestigious award for Innovative Contributions to Family Therapy by the American Family Therapy Academy. You can reach her or the IFS faculty at WeCare4UIFS@aol.com.

Robin Alpern

European American and raised Quaker, Robin was taught her whole life to work against racism. In 2000, she committed herself to activism. She co-founded a program for community dialogue, as well as an ongoing working group of white Quakers. She published essays in a variety of venues. She loves working to end racism because it restores her personal sense of wholeness, and is a key to moving all of humanity forward.

Robert Amico

Dr. Amico is chair of St. Bonaventure University's Diversity Action Committee and chair of the Council on Discrimination and Harassment. He teaches a course in the core curriculum on white privilege as well as philosophy courses related to issues of social justice. He also facilitates antiracism workshops for student teachers each year and curriculum transformation workshops for faculty each summer.

Beth Applegate www.applegateonline.com

Applegate has provided consulting services for over 18 years to nonprofit organizations, governmental agencies and socially responsible for-profit corporations. She approaches her work and life with a sense of inquiry, possibility and purpose. While working with each client system, Beth supports the client in evaluating whether the espoused core

values—those deeply held views we hold as a compass for ourselves, regardless of whether or not we are rewarded—are congruent with the behavior and actions of the organization as a whole.

Cherine Badawi www.themosiacproject.org

Citizen to both Egypt and the U.S., Cherine had the privilege of growing up on two sides of the planet. Her area of expertise lies in the development and facilitation of experiential social justice and conflict resolution programs for young people around the world. She received her Bachelor's degree in Cultural Studies from the UNC, Chapel Hill and her Master's degree in Peace and Conflict Studies as a Rotary World Peace Fellow in Tokyo. Currently, Cherine serves as the Curriculum and Training Director for The Mosaic Project, a SF Bay Area-based non-profit that works to reach children in elementary school before prejudice can become entrenched.

Willard Bass <http://dismantlingracism.org>

Bass is the director/organizer of the Institute for Dismantling Racism and is active as a Crossroads trainer/organizer apprentice. Bass spent a number of years with the RJR Packaging Company before becoming manager/partner of Bass and Jones Construction, LLC. He is the Assistant Pastor of Outreach, Green Street United Methodist Church, Winston-Salem, NC. He is currently engaged in a broad range of civic and church activities all focused, in various ways, on building and enhancing community and dismantling racism and is a certified Cultural Competency facilitator for the WSFCS.

Jacqueline Battalora

Jacqueline Battalora is a sociologist, lawyer and teacher. Her research focuses on the meanings of whiteness created in and through law. Her writings include: *Toward a Critical White Racial Ethics*, *Whiteness: The workings of an ideology in American society and culture*, *Supremacy by Law*, and is currently completing *The White Awareness Workbook*.

Juan Battle <http://web.gc.cuny.edu/jbattle>

Battle is a Professor of Sociology and Public Health at the CUNY Graduate Center. He is a Fulbright Senior Specialist with a focus on race, sexuality, and social justice. He is a recent president of the Association of Black Sociologists and a former Senior Research consultant at the Arcus Foundation.

Lex Beatty

Beatty is a spoken word artist, educator, coAction trainer, and activist dedicated to social justice and creative resistance. In 2008, Lex began pursuing spoken word and education full time performing, presenting, and teaching dynamic and engaging poems and curriculum designed to address and confront an ever-evolving world. Lex appears in the film, *Shades Of Youth*, and is using multimedia and poetry to engage youth and adults in forums and workshops around the U.S. As a multiracial, transgender artist and activist Lex's work emphasizes the intersection of gender and race. Lex is actively engaged in spiritual development with the intention of becoming a minister, engaging with spoken word as a spiritual practice and infusing this consciousness into creativity. Lex holds a B.A. in Cultural Anthropology from University of California Santa Cruz and currently calls Santa Cruz, CA her home.

Beverly Bennett-Roberts

Bennett-Roberts is a former classroom teacher and middle school administrator, with four certifications in Special Education and a secondary principal's license. She has trained students, teachers, principals, parents, and other educational leaders, and worked with numerous corporations, organizations and higher education institutions. She has a long history of consultation with the oldest teaching organization Phi Delta Kappa, International and has also worked for several years with advisors and students at the National Future Educators Association conferences. Currently, Bennett-Roberts is a Freelance Consultant providing consultation and insight on a wide-range of social justice topics. As a social justice advocate, she truly believes in the quote that says: ~ "It is not enough to be compassionate, you must ACT!"

Warren J. Blumenfeld

Blumenfeld, Ed.D., is Assistant Professor in the Department of Curriculum and Instruction at Iowa State University in Ames, Iowa specializing in Multicultural and International Curriculum Studies; & Lesbian, Gay, Bisexual, Transgender, and Queer Studies. He is Editor of *Homophobia: How We All Pay the Price*; co-author of *Looking at Gay and Lesbian*

Life; co-editor of Readings for Diversity and Social Justice; co-editor of Investigating Christian Privilege and Religious Oppression in the United States, co-editor of Butler Matters: Judith Butlers Impact on Feminist and Queer Studies; and author of AIDS and Your Religious Community

Eric Braxton www.rc.org/uer

Braxton is a community organizer who has focused on bringing students, parents, and community members together to transform public schools in Philadelphia. He helped found the Philadelphia Student Union, an organization dedicated to bringing public high school students together to fight for educational justice and to become lifelong community leaders. He is an active leader in UER. Currently, Eric serves as the Small Schools Project Coordinator at the Philadelphia Education Fund where he is coordinating an effort to get the School District of Philadelphia to adopt a policy that allows communities to redesign failing high schools.

Cheryl Render Brown

Brown completed her graduate degree at the Eliot-Pearson Child Study Department and returned to teach there in the department and the Children's Laboratory School in the early 90's before taking her current position at Wheelock. Cheryl has been a faculty member at Wheelock College for 16 years and has served as Chair of the program for several of those years. She teaches primarily in the graduate level teacher preparation program on the Boston campus but additionally in Bermuda, Singapore and in national programs in Maine and New Hampshire. She began her career as a preschool and kindergarten teacher. Cheryl has worked significantly in the area of inclusion of young children with special needs and worked as a consultant to 17 districts in Connecticut to promote the identification, assessment and inclusion in early childhood community settings for 10 years before returning to Massachusetts. She has taught courses on racial and cultural identity and multicultural courses for the past 15 years to experienced care and education providers and those in teacher preparation programs. She currently lives in Greater Boston with her husband who is an ethnomusicologist. She has two sons and a daughter.

Dotty Burt-Markowitz

After learning from experience how unexamined white privilege and racism kept social justice organizations from achieving their stated goals, Dotty founded Paso Training and Consulting in 1990 to work with nonprofits seeking to dismantle oppressive systems within their own organizations. She was a co-founder of the group that became Baltimore Racial Justice Action. Her current passion is mentoring and learning from younger anti-racist activists.

Joshua Busch

Busch is a community organizer with Community Coalition in South Central LA and is currently Director of the youth organizing program South Central Youth Empowered thru Action (SC-YEA). He has been a member of AWARE-LA for one and a half years, and is active in the organizing arm – Active Resistance to White Supremacy. He received his Masters in Social Welfare from UCLA and is interested in addressing issues of structural racism in the U.S.

Catalyst Project; Ingrid Chapman, Clare Bayard and Betty Jeanne Rueters-Ward www.collectiveliberation.org

Catalyst Project is a center for political education and movement building based in the San Francisco Bay Area. We organize in majority white sectors of social justice movements with the goal of deepening anti-racist commitment in white communities and helping to build multiracial movements for collective liberation. One way we do this is by creating spaces for activists to collectively develop deeper political analysis, vision, strategy and organizing skills. Our work is based in the belief that all people have a right to dignity, housing, food, healthcare, meaningful work and healthy communities. We organize with the understanding that anti-racism can be a catalyst for challenging all forms of oppression and creating fundamental change.

Bryan Cichy

Cichy has taught K-12 public school in a variety of settings first as a Spanish teacher and then as a licensed special educator for 14 years. He is working on his Ph.D. in Educational Psychology at the University of Minnesota where he teaches classes on working with children with emotional and behavioral disorders, in addition to providing consulting services to local school districts. He believes that using best practice techniques in the classroom and examining the network of systems set up in schools for bias are essential to helping every student reap the most benefit from their educational experiences.

Ari Clemenzi www.ystep.org and www.myspace.com/ystep

Clemenzi has been educating and organizing around social justice issues in youth communities since 1996. Ari strives to bring intersecting perspectives on gender, class and sexuality to anti-racist political education through engaged pedagogy and popular education practices. Since 2008 Ari has been working with Y-Step to support youth in learning how to challenge their own racism and privilege and to engage actively in the racial justice movement.

Darrell Cleveland

Dr. Cleveland is presently an assistant professor in Teacher Education at The Richard Stockton College of New Jersey. Dr. Cleveland is author of the edited volume *A Long Way to Go: Conversations About Race by African American Faculty and Graduate Students* and *When Minorities are Strongly Encouraged to Apply: Diversity and Affirmative Action in Higher Education*. Dr. Cleveland also serves as the editor for *The Journal of Educational Foundations*.

Raphael Cohen www.raphaelcohen.com and www.myspace.com/raphaelcohen

Cohen is a writer and performer currently living in Oakland, CA. Committed to utilizing the word as a vehicle for personal and social transformation, Raphael's poetry and prose critically examine the multifaceted nature of oppression, explore and expose the hidden costs of privilege, and vibrantly inspire efforts toward self-actualization. He recently released his first full-length collection of poetry, *Scrutinizing Lines*, and with that, founded *Play In The Margins Press*, an independent publishing project and event production company dedicated to promoting the work of local writers and performers intent on social change. His work as an educator has ranged from leading literary arts and performance classes with elementary and middle school youth to developing curriculum and facilitating anti-oppression workshops.

Wade Anthony Colwell-Sandoval www.funkamentalz.com and www.communityforyouth.org

Colwell-Sandoval is an advocate for creative expression through the arts as a pathway for deeper awareness and strengthened community. Some of his titles include husband, father, grandfather, son, brother, cousin, uncle, homie, friend, teacher, mentor, student, MC, poet, speaker, facilitator, organizer, advocate, program director, and founder. Wade is currently the Director of Programs and Education with Community for Youth in Seattle, WA and co-created *Funkamentals* in 1997 to introduce hip hop as a vehicle for enhanced academic learning and global consciousness.

Kusum Crimmel www.ystep.org

Kusum is a co-founder and core organizer for Y-Step, a racial justice training program for white youth in the San Francisco Bay Area. She has facilitated workshops and trainings with adults and youth on several topics, including white privilege, cultural appropriation, racism in mental health, power and oppression in multi-racial relationships, etc. Kusum is a strong believer in each person's ability to transform and heal from pain and trauma, both current and historical, and has worked with youth for many years in therapeutic and youth empowerment capacities.

Kevin D'Amato

D'Amato is a coordinator of Active Resistance to White Supremacy (ARWS), the organizing arm of AWARE-LA. He has been active with ARWS since its inception 2½ years ago. For the past 8 years he has been doing grassroots social justice work around a myriad of issues. In addition to his work with AWARE-LA, he is also involved in multiracial organizing work developing strategies to expose and respond to ICE raids in Los Angeles.

jonah aline daniel www.ijsn.net

daniel is an ashkenazi jewish anti-zionist, spiritual being in human form, agitator, wanderer, white anti-racist, trans person, healer and massage therapist, walker, biker, yogi, gender warrior activist and organizer fighting capitalism, imperialism, and racism in all of its forms.

Sujan "Supreme" Dass www.hustleandwin.com

Dr. Sujan "Supreme" Dass is a community activist and expert on what we call "the struggle." A lifelong resident of America's ghettos, the author has been involved in the rap game, the drug game, the street hustle game, the pimping game, before advancing the many "legit" games most hustlers never learn. Through a combination of book knowledge

and street wisdom, the author arrived at a set of guidelines any man could use to survive and achieve true success in an environment that normally rewards no one. , How to Hustle and Win represents the guide to these principles.

Jason David

David is a co-founder of AWARE-LA, co-facilitator of the Racial Justice Alliance, Coordination Team member, and facilitator of the Saturday Dialogue Facilitation Team. In addition to his work in AWARE-LA, Jason is an artist, educator, and youth counselor. Jason is also member of Tribe of the Diasporas, a multi-racial and queer identified collective of artists, educators, and counselors.

Fran Davidson

Fran Davidson is first of all an activist with a particular focus on the lives of young children and their families. On their behalf and the issues that impact healthy growth and development, she teaches, coaches and mentors teachers of young children, we well as writes and presents at early childhood conferences. Fran is active in organizations that promote confronting social injustice and honoring diversity as this pertains to both children and adults: The Praxis Institute for Early Childhood Education, The Seattle Culturally Relevant/Anti-Bias Leadership Education Group (Seattle CR/AB), and The Work of European Americans as Cultural Teachers (We-Act).

Marcellus Davis

Davis is a husband, father of two, big brother, son, and active community member. Marcellus has experience in K-12 school districts,. juvenile corrections, and higher education. He has spent time implementing multicultural education, as well as, working in special education, and family engagement. He has also created a number of after school and summer school programs focusing on diminishing the achievement gap, getting youth prepared and interested in higher education and Science, Technology, Engineering, Mathematics (S.T.E.M.) and implementing multicultural and social justice educational tools in the many school's he's worked in. He currently is the Director of Diversity and Multicultural Education at the Anoka Ramsey Community College (ARCC).

Gaston Dembele

Dr. Dembele is secretary of the Virginia Chapter of the National Association for Multicultural Education and an assistant professor of education at Radford University where he teaches courses in literacy education, multicultural education, and classroom learning communities. He is currently coordinating and conducting research on a support group with a focus on enhancing beginning elementary teachers' knowledge, skills and dispositions with respect to culturally responsive teaching. Dr. Dembele frequently gives presentations on Africa (in local schools and communities) and has been co-facilitating antiracism workshops with Dr. Robert P. Amico from St. Bonaventure University.

Elizabeth Denevi www.gds/collaborative

Denevi, PhD, is a senior administrator and Co-Director of Diversity at Georgetown Day School, an independent PreK-12 school in Washington, DC. Her area of research is adolescent racial identity development, and her published work focuses on white identity, affinity groups, and professional development for teachers. She also consults with schools nationally on multicultural/anti-bias curriculum development.

Tom DeWolf www.inherittingthetrade.com

DeWolf is descended from early American slave-traders. An inspirational writer and public speaker, Tom's book, *Inheriting the Trade: A Northern Family Confronts Its Legacy as the Largest Slave-Trading Dynasty in U.S. History*, is the companion book to the PBS/P.O.V. documentary film of their family journey from sea ports in New England to slave dungeons in West Africa to former family plantations in Cuba: *Traces of the Trade: A Story from the Deep North*. A graduate of the University of Oregon, Tom served on the Oregon Arts Commission for nine years and as a local elected official for eleven.

Robin DiAngelo www.robindiangelo.com

Dr. DiAngelo is Assistant Professor of Multicultural Education at Westfield State College in Massachusetts. Her research is in White Racial Identity and Race Relations. She was recently appointed to co-design, develop and deliver the Mayor's Race and Social Justice Initiative training for the City of Seattle (with Darlene Flynn). Recent publications

include *The Production of Whiteness in Education*; *My Race Didn't Trump My Class: Using Oppression To Face Privilege and White Fragility*.

Robette Ann Dias www.crossroadsantiracism.org

Dias is executive co-director and an organizer/trainer for Crossroads Anti Racism Organizing and Training. Crossroads organizes with a national network of institutions working to dismantle structural racism from the inside. Robette is Native American (Karuk) and lives in California.

Drake University's Urban Education Cohort

A cohort of eight secondary education teachers (Emily Bollinger, Mindy Euken, Petra Lange, Chandra Oswalt, Carrie Romo, Cindy Sporrer) pursuing their master's degree in Effective Teaching and Learning with a concentration in Urban Education. The cohort is a group of teachers in the Des Moines Public School system, the largest urban school district in the state of Iowa. The group includes a GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) advisor and teachers of art, civics, English/language arts, math, reading, science, Spanish and women's studies. The Urban Education program at Drake University examines race, ethnicity, gender, socioeconomics, sexuality/sexual orientation and ability not only as it pertains to education but the local and global communities' schools serve.

Johanna Eager

Johanna is the Coordinator of the Office of Equity & Integration for Roseville Area Schools, in Roseville, Minnesota. Since 1992 Johanna has been extensively involved as a professional educator with equity issues in E-12 education. Johanna serves as a consultant to school districts and presents locally and nationally at professional conferences on topics such as effective use of the IDI/DMIS, anti-oppression training and models, and development of district and site-based equity goals and initiatives.

Cyrus Marcellus Ellis

Dr. Ellis is an Associate Professor of Counselor Education at Governors State University. He is an author and international presenter concerning Social Justice, Race Relations and Self-Esteem. Dr. Ellis is an award winning Counselor Educator focusing on counselor training, social justice based curriculum and advocacy.

European-American Collaborative Challenging Whiteness www.iconoclastic.net/eccw

The European-American Collaborative Challenging Whiteness fosters research and learning about the subject of racism and white privilege. The use of collective authorship under the name of the Collaborative reflects our understanding of the way in which knowledge is constructed. Members came together originally through our association with a cultural consciousness project at the California Institute of Integral Studies in San Francisco; members are: Carole Barlas, Elizabeth Kasl, Alec MacLeod, Doug Paxton, Penny Rosenwasser and Linda Sartor. E-mail inquiries to: collaborative@eccw.org.

Abby Ferber www.huffingtonpost.com/abby.ferber and www.uccs.edu/matrix

Ferber is a Professor of Sociology, and Women's Studies and Ethnic Studies at the University of Colorado at Colorado Springs. She writes a blog for the Huffington Post, and has authored numerous books, including *White Man Falling: Race, Gender and White Supremacy* and most recently co-edited *Privilege: A Reader* (2nd ed.); *Sex, Gender, and Sexuality: The New Basics*, and *The Matrix Reader*. She directs The Matrix Center for the Advancement of Social Equity and Inclusion and co-founded and co-facilitates the Knapsack Institute, a national curriculum transformation institute held each June.

Diane Finnerty

Finnerty, M.S., is founder of the Heartland Center for Critical Democracy, a grassroots organization committed to social change through community education and project-based movement building. She is also the Coordinator of Faculty Development Programs at the University of Iowa, where she teaches courses that have included: discrimination, oppression and diversity, race/class/gender in the U.S., cultural competence and health disparities, U.S./Latin American migration, and study seminars abroad on immigration and global economics. Diane worked for several years

in community-based services and has over twenty-five years consulting with organizations and providing workshops on issues of cultural competence and organizational change.

Tarah Fleming www.startdialog.com, www.multiethniceducation.org and www.ipride.org

Fleming is the creator of START DIALOG, Courses in Cultural Competency, a consulting practice for corporate, educational and service agencies. She is also the Co-Director of iPride, the longest standing non-profit organization in the U.S. dedicated to mixed heritage family pride. In 1999, after living abroad for many years, Ms. Fleming received her M.A. Ed. at the University of San Francisco in International and Multicultural Education. She has 20 years of experience in the classroom internationally, and locally as a facilitator of dialog on cultural competency, issues of power and privilege and developing equitable and inclusive curriculum for all ages. She has a biracial son and has over two decades of experience working in multiracial communities. She is the executive producer of the film "My People Are... Youth Pride in Mixed Heritage" and of the Educator's Guide and Video entitled "Serving Biracial and Multiethnic Children and Their Families."

Darlene Flynn

Flynn is a member of the Race & Social Justice Initiative (RSJI) Coordinating Team for the Seattle Office for Civil Rights (SOCR). At SOCR, she provides strategic planning support to the initiative, and technical assistance for departments and Change Teams. She has been the lead staff for the RSJI Capacity Building Central Concern, focused on planning and implementing training to support the anti-racism Initiative. She is a former member of the Seattle School Board.

Clare Fox

Fox has served as a facilitator, trainer and organizer for AWARE-LA since 2005. She serves as Coordinator-Organizer for AWARE-LA's organizing arm- Active Resistance. While working as a radio producer for Youth Radio, Clare's report on white awareness groups as a part of the "Race in Your Face Series" won a Gold Medal in "International Radio Programming & Promotion in Social Issues" at the New York Festivals 2007. Clare is currently a Masters student in UCLA's Urban Planning program, studying urban agriculture, food justice and community development.

Kimberly Francisco

Francisco works for the University of Oklahoma Health Sciences Center; she serves as Senior Assistant to the Chief. Her work in Early Care and Education spans 25+ years. Kimberly works in the community in a variety of training and education capacities relevant to social justice; culture, race and class. The mother of three African-American children, she is continually reminded of the importance and urgency of the work she is committed to and passionate about. She participates in Culturally Relevant Anti-Bias Leadership in Education (CRAB) and related work.

Sarah Glasband

Originally from Oakland, California, Glasband is an organizer and educator in Los Angeles. A long-time member of AWARE, she serves on the facilitation team of the monthly AWARE-LA Saturday Dialogues, the AWARE Coordination Team, and participates in the Racial Justice Alliance. In addition to her work with AWARE, Sarah is also a part of Tribe of the Diasporas, a multi-racial and queer-identified collective of artists, educators, and counselors.

Rosa Esperanza González www.headrushcrew.com

González is an educator, writer, graphic designer, and performing artist. Teaching in East Oakland, CA, her commitment is to nurturing young leaders and new voices. Outside of teaching, Rosa is a member of headRush, a teatro crew dedicated to inspiring critical dialog and social action through and popular education.

Frederick Gooding www.theminorityreporter.com

Communications Director, Gooding is a former trial attorney whose legal experience has honed his analytical ability. Gooding authored the official The Minority Reporter analytical and accompanying docuDVD both entitled, "You Mean, There's Race in My Movie?"

Diane J. Goodman

Goodman, Ed.D. has been teaching and training about issues of diversity and social justice for over 25 years. As a trainer and consultant, Diane has worked with a wide range of organizations, community groups, schools and universities. She has also been a professor at several universities in the areas of education, psychology and women's studies and regularly presents at national conferences. Diane is the author of the book *Promoting Diversity and Social Justice: Educating People from Privileged Groups* (Sage, 2001) and other publications.

June Gorman

Gorman is a lifelong educator whom, after graduating from UC Berkeley with a B.S. in Conservation of Natural Resources, began teaching higher logic and mathematics to inner-city children in Oakland, through Project SEED. For the last 25 years, she has taught and worked on developing emotional intelligence curriculum. She is writing *Going Stupid/Getting Smarter: Education in a Delusional State and Our Way Out*, as well as serving as Education Chair of the United Nations Association of the USA (usauna.org), Faculty Representative to the International Model United Nations Association (imuna.org), and on the UN Global Compact US Partnership k-12 Sector for Sustainability Education, Steering Committee (www.uspartnership.org). Her interest centers on global education and the development of the multi-layered, multi-lateral mind able to problem solve complex global issues using the critical emotional/social and cultural intelligences necessary to do so.

Paul C. Gorski www.edchange.org

Gorski is an assistant professor of Integrative Studies and Education at George Mason University. He is the founder of EdChange, a coalition of social justice activists and educators, and president-elect of the National Association for Multicultural Education. He writes and presents on anti-poverty activism, education reform, and social justice education. He lives in Fairfax, Virginia, with his cats, Unity and Buster.

Ilsa Govan www.culturesconnecting.com

Govan has more than fifteen years experience as a classroom teacher and anti-racist community organizer and recently co-founded Cross Cultural Connections, LLC. She has facilitated study circles and workshops on race and privilege for youth and adults and worked as an Equity and Race Specialist for Seattle Public Schools. She currently co-coordinates the group WEACT (The Work of European Americans as Cultural Teachers), which encourages educators to challenge and support each other with cross-cultural interactions.

Sparky Griego www.rc.org/uer

Griego has been a secondary teacher in private and public schools for the last 19 years. She has taught GED classes as well as remedial math and English in a community college. She has worked as a staff member for the International Re-evaluation Counseling (RC) Communities. She is also a key leader and teacher of Re-evaluation counseling in New Mexico. She has co-led RC community building workshops in San Diego and Colombia, and for farmworker women in Coachella, California. She participated in the UER delegation at the U.S. Social Forum, 2007.

Rachel Griffin

Griffin (Ph.D. from the University of Denver in Human Communication Studies, M.A. in Communication, and B.S. in Communication and Sociology from Central Michigan University) is an Assistant Professor in the Department of Speech Communication at Southern Illinois University at Carbondale. Her research interests span critical race theory, performance, Black masculinity, and gendered violence.

Alexis Halkovic www.WhiteFolksSoulByAnyDanceNecessary.wordpress.com and www.LoveMakingDances.com

Halkovic has worked for an Investment Bank in the US and India since 2000 and has developed a strong interest in addressing disparities in career development opportunities based on gender, race, sexual orientation, and religion. Alexis began practicing Contact Improvisation in 2001 and is on the Board of Directors of Earthdance, an improvisational dance retreat center in Massachusetts where she is planning an undoing racism curriculum for the Community and the Board. Alexis is a member of White Folks Soul, By Any Dance Necessary, an experimental dance company that uses movement to examine the effects of white privilege on individuals.

Caroline Hann www.instituteforfamilyservices.com

Hann, LCSW, is a team member at The Institute for Family Services in Somerset, NJ as well as Affinity Counseling Group in North Brunswick, NJ. Hann earned her Master of Social Work from Hunter College School of Social Work in New York City, and completed a two-year post graduate program at the Institute for Family Services in Transformative Family Therapy. At IFS, Hann directs the children and adolescent program and is authoring an article "Remembering children within a social justice landscape: therapeutic strategies of intervening with children".

Diane Harriford

Harriford, a sociologist, has been the Director of the Women's Studies Program at Vassar College for nine years and serves on the steering committee of the Africana Studies Program. Her recent publication with co-author Becky Thompson, *When the Center is on Fire: Passionate Social Theory for Our Times*, addresses the ways "whiteness" is implicated in recent US national traumas, including Hurricane Katrina, 9/11, Abu Ghraib and Columbine.

Wendy Harris

Harris works with families of very young children who have delays/disabilities at Kinding Center in Bellevue, Washington where she's also struggling with staff to examine and strengthen collective responses to culture, language, race and class. She is a white Jewish lesbian mother with young adult daughters who keep teaching her multiple perspectives on social justice activism and love. She participates in Culturally Relevant Anti-Bias Leadership in Education (CRAB) and related work.

PaKou Her www.crossroadsantiracism.org

Her, a second-generation Asian American of Hmong descent, began anti-racism work as a college student organizer which led to the birth of the Dismantling Racism Group at Macalester College (St. Paul, Minn.), a collective student, faculty, staff, administration and community organization designed to educate and organize against institutional racism in higher education. Additionally, Her developed a comprehensive English language curriculum with content rooted in Hmong culture and history, and has worked at the Minnesota Children's Museum developing educational programming and advancing an early childhood anti-racism/anti-bias initiative. Currently, she is Director of the Leadership Development Institute and a Crossroads core organizer/trainer in training and coordinator. Her takes particular interest in the psycho-social trauma of racism and marginalization on people of color, and strives to build people of color alliances across chasms of internalized racist oppression.

Andrea Herrera

Herrera is a Professor of Literature and Women's Studies and Ethnic Studies at the University of Colorado at Colorado Springs. Her most recent publications include a collection of testimonial expressions drawn from the Cuban exile community and their children residing in the United States (*ReMembering Cuba: Legacy of a Diaspora*, University of Texas Press, 2001); a novel (*The Pearl of the Antilles*, Bilingual/Review Press, 2001); an edited collection of essays (*Cuba: Idea of a Nation Displaced*, SUNY Press, 2007; and the co-edited textbook *The Matrix Reader: Examining the Dynamics of Oppression and Privilege* (McGraw Hill, 2008). She has just completed a monograph tentatively titled *Setting the Tent Against the House: Cuban Artists across the Diaspora*, which focuses on the traveling exhibition *Café* (forthcoming, University of Texas Press).

Alexander Hines**Jeff Hitchcock** www.euroamerican.org

Hitchcock is co-founder and Executive Director of the Center for The Study of White American Culture. The Center provides training and consulting services to organizations on issues of white privilege and white culture. The Center also operates the White Anti-racist Community Action Network (WACAN) and Crandall, Dostie & Douglass Books (CDDDB). WACAN is an online and on-the ground project for networking and organizing within the white anti-racist community. CDDDB publishes books on topics of whiteness, white privilege, and what white people need to do to help create a multiracial society. Jeff is author of *Lifting the White Veil: An exploration of white American culture in a multiracial context*.

Benjie Howard www.nwproject.com

Howard is the co-founder and director of New Wilderness Project, a performance and education partnership that works with educators and youth around the country to build leadership skills for building equitable, sustainable communities. Benjie is also a river guide on the Colorado River, a poet and a songwriter.

Deborah Howard www.guidingchange.org

Howard, Esq., M.S.O.D., founder of Guiding Change Consulting, is a transformative change facilitator and life-long learner whose life purpose is to enable positive transformative change in others and continue her own learning and growth in the process. She is dedicated to helping individuals, teams, and organizations maximize their potential, enhance their effectiveness, and create and maintain work environments that are inclusive and just. She has over ten years experience guiding leaders, teams, and organizations through issues of leadership, team building, conflict resolution, diversity, strategic planning and overall organization development. She provides consulting, facilitation, executive coaching, training, and other organization development and strategic services to a wide variety of clients including non-profit organizations, corporations, government agencies, hospitals, unions, educational institutions, legal services organizations and foundations.

Gary R. Howard

Howard has 35 years of experience working with issues of civil rights, social justice, equity, education, and diversity. He is a keynote speaker, writer, and workshop leader who travels extensively throughout the United States and Australia. His most recent book, *We Can't Teach What We Don't Know, Second Edition* (2006), is considered a groundbreaking work examining issues of privilege, power, and the role of White leaders and educators in a multicultural society.

Taryn Hughes www.youth-abilitation.org and www.ONEworldpeaceday.com

Hughes is the Founding Executive Director of Youth-Abilitation, a non-profit specializing in providing mind-body teachings to at-risk and incarcerated youth. She is also the Founding Co-Facilitator of ONE World Peace Day, which offers mind-body conferences for teens.

Flaurie S. Imberman

Imberman has been a social activist for most of her 52 years. She committed her first act of civil disobedience in the third grade, protesting the exclusion of Chanuka songs during a December holiday assembly. In addition to weaving social justice issues into her Spanish and Latin American History curricula, Flaurie is an active member of the Progressive Jewish Alliance, and leads a SEED seminar at her school.

Sarah Insel

Sarah is a second year master's student at the Columbia University School of Social Work in New York City. She is interested in social work education. The principal focuses of her work are racial disparities in the American prison system and organizing with young people to educate about the impacts of incarceration on families and LGBTQ youth in the juvenile justice system.

Robert Jackson-Paton Web.mac.com/rjacksonpaton

Jackson-Paton lives on Ohlone land, in the San Francisco bay area. Born in Philadelphia, and living in various different US states and foreign countries throughout his life informs a desire to understand how being a descendent of European settlers affects sense of place. He has actively pursued indigenous studies, culture and identity issues, and ecopsychology for more than two decades, and his current dissertation research centers on decolonizing White identity as a prerequisite for indigenous rights, cross-cultural reconciliation and environmental restoration.

Robert Jensen <http://uts.cc.utexas.edu/~rjensen/index.html>

Jensen is a journalism professor at the University of Texas at Austin and board member of the Third Coast Activist Resource Center. His latest book, *All My Bones Shake: Radical Politics in the Prophetic Voice*, will be published in 2009 by Soft Skull Press. He also is the author of *Getting Off: Pornography and the End of Masculinity*; *The Heart of Whiteness: Confronting Race, Racism and White Privilege*; *Citizens of the Empire: The Struggle to Claim Our Humanity*; and *Writing Dissent: Taking Radical Ideas from the Margins to the Mainstream*.

Valerie Jiggetts www.rc.org/uer

Jiggetts is a recent Graduate of Spelman College currently living in Washington D.C. She has worked as a community and campus organizer for Planned Parenthood of Georgia as well as an organizer of Toni Cade Bambara Writer Scholar Activist Conference. Valerie was a delegate with the United to End Racism (UER) Delegation at the United States Social Forum in 2007. She has been a member of the Re-evaluation Counseling community for over 10 years.

Andrea Johnson

Johnson and Christine Saxman are colleagues at Deerfield High School located in the suburbs north of Chicago. They have been involved in the leadership of their district's S.E.E.D. program and have co-facilitated equity workshops (including a recent session at the Summit for Courageous Conversations). Their inter-racial friendship was born out of their collective passion to participate in the transformation of our society from one that rests in white supremacy to one that is truly equitable for all.

Eric Johnson

Johnson is an Assistant Professor and Director of the Urban Education program in the School of Education. Eric has taught curriculum courses, urban education, and courses about diversity. He spent eight years in K-12 schools, five years in the classroom, and three years in administrative roles. He has experience working with urban and suburban districts to improve student academic performance. Moreover, he has facilitated numerous workshops with students, administrators, and teachers designed to develop cultural competency skills that promote learning in academically diverse settings. In recent years he has started a research agenda that includes international implications of urban education.

Jordon Johnson www.transconsultant.com

Jordon is a doctoral student in American Studies at the University of New Mexico. He teaches courses on working with the LGBT constituency and Gender Studies. He is a community organizer committed to eliminating racism, building alliances across differences and generating community-based projects.

Steven Jones www.jandaconsult.com

What do America Online, Honda, Toyota, Vassar College, UC Boulder, Harvard University, Oakwood School, and Lakeside School have in common? They have all experienced the transformational presentation of Dr. Steven Jones. With over 21 years of experience as a national speaker and trainer on diversity and leadership, Dr. Jones holds a B.S. in Computer Science, a M.Ed. in Multicultural Counseling, and a Ph.D. in Industrial/ Organizational Psychology.

Beth Kancilia

Kancilia is an activist and feminist organizer in the state of Colorado. She is currently a student at Colorado College as a Feminist and Gender Studies Major, and is also constructing an Art As Social Movement Major. Beth's activism is seen both on campus, and in the wider Colorado Springs Queer Community. She is currently the co-chair of the confidential queer and questioning group, Equal, at Colorado College. Beth has also worked with the Feminist Majority Foundation as a state representative, and hopes to teach at the collegiate level.

Linda Kanney

As hallmark coordinator for the YWCA Great Lakes Alliance (GLA), Kanney provides racial justice training and assists local YWCAs with building capacity for organizational change in the area of racial justice and women's economic empowerment. Prior to this, Linda served as Senior VP of Human Resources for the YWCA Columbus. Linda began the racial justice department and co-created the Racism Study Circles Program for the YWCA Columbus. Under Linda's leadership, the YWCA received two YWCA USA Racial Justice Awards. Linda has over 20 years experience as a group facilitator and trainer in the area of self-esteem, racial justice and human resources management. In 1998, Linda was recognized by the Martin Luther King, Jr. Commission for exemplary work in the area of racial justice.

Frances E. Kendall www.franceskendall.com

Kendall, Ph.D., is a nationally known consultant who has focused for more than thirty years on organizational change, diversity, and white privilege. Her clients include corporations, non-profits, colleges and universities. Because she believes that personal and organizational change is possible, she is committed to facilitating the core changes

necessary to create work environments that are hospitable to all people. Author of *Diversity in the Classroom and Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race*, Dr. Kendall was recently named a "Pioneer of Diversity" by Profiles in Diversity Journal.

Paul Kivel www.paulkivel.com

Kivel, social justice educator, activist, and writer, has been an innovative leader in violence prevention for more than 30 years. He is an accomplished trainer and speaker on men's issues, racism and diversity, challenges of youth, teen dating and family violence, raising boys to manhood, and the impact of class and power on daily life. Kivel is the author of numerous books and curricula, including *Uprooting Racism: How White People Can Work for Racial Justice*, which won the 1996 Gustavus Myers Award for best book on human rights, *Men's Work, Making the Peace*, *Helping Teens Stop Violence*, *Boys Will Be Men*, *I Can Make My World A Safer Place*, and most recently, *You Call This a Democracy?: Who Benefits, Who Pays, and Who Really Decides*.

Lauren Parker Kucera www.antiracism.com

Lauren co-founded coAction, an antiracism and diversity training group working with educational institutions and non-profit organizations throughout the U.S. As an ally, she primarily works with white folks to unravel the complexities of white privilege and change our focus from passivity to that of empathy, humility and never-ending activism. She co-created the Youth Institute at WPC4 and is happy to be in partnership with Jesse Villalobos and others to watch it grow. In early 2009, she released the film, *Shades Of Youth, Youth Speak on Racism, Power and Privilege* and is working with a team of artists and youth activists in presenting it throughout the U.S. and Canada. Lauren holds a B.A. in Psychology and a Master's in Multicultural Education.

Veronica LaCrue www.rc.org/uer

LaCrue is a business consultant, trainer and facilitator with a specialty in forming collaborative alliances. She is also the Development Director for the Boulder County Latina Women's League, a non-profit organization whose mission is to raise scholarship dollars for young Latinas to advance their education. As a community activist, Veronica's attention is directed toward educating community organizations on issues of oppression which harshly impacts parents, children, and young adults. Veronica has been a teacher and leader within the Re-evaluation Counseling Community for the past 18 years.

Julie Landsman www.jlandsman.com

Landsman taught in Minneapolis Public schools for 25 years. She is a writer who has published and edited many books and articles, the latest of which is *Growing Up White: A Veteran Teacher Reflects on Racism*. She is currently working with Minneapolis Art Teachers through a Lila Wallace Grant on ways of addressing the needs and using the strength and brilliance of children who live in poverty. She trains teachers in schools across the country in social justice teaching and pedagogy.

Sally Leiderman www.capd.org

Leiderman is President and one of the founders of the Center for Assessment and Policy Development (CAPD), a twenty-year old non-profit organization that uses an anti-racism lens for social policy, evaluation and related work. She is a co-author of *Flipping the Script: White Privilege and Community Building*, (with Maggie Potapchuk, Donna Bivens and Barbara Major), a monograph that summarizes how white privilege and various forms of racism can be recognized and addressed in community/foundation and similar partnerships. With Maggie Potapchuk, she created www.racialequitytools.org and www.evaluationtoolsforracialequity.org, websites to help groups working on racial equity and social justice. Ms. Leiderman is a respected evaluator of complex, multi-site and multi-year initiatives and she has developed a number of tools for measuring progress toward racial equity and social justice goals, and often trains on that topic.

Gerry Lewis Unravelingthegenderknot.blogspot.com

Lewis served in military Special Operations, then pursued a successful career in business, earning a masters degree in Business. Gerry is married, the father of three children, has written several plays, and is working on a feature length film to help illustrate alternative views of gender.

Victor Lee Lewis www.DiversityCoach.org

Lewis, MA, EFT Cert-I, founder and principal of DiversityCoach.org, is a nationally recognized leader and scholar in the field of diversity social justice education and alliance-building.. As a veteran diversity leadership coach, educator, trainer and activist, Lewis has conducted keynote speeches, seminars and “train the trainer” programs throughout the U.S. and abroad. As a certified Emotional Freedom Techniques (EFT) practitioner, Victor coaches others in the rapid resolution of trauma, phobias and limiting beliefs

Laurie B. Lippin

Lippin, Ph.D. teaches at UC Davis, runs a coaching, teambuilding and diversity training business, and plays a “hot” accordion in the Middle Eastern and Klezmer genre. She has been involved in diversity work for most of her adult life, but only in the last 20 did she begin to interrogate her own whiteness. Her collaboration with Helfand for Unraveling Whiteness, was a result of many years of participation in a women’s whiteness group, and then community offerings of workshops on the topic. She is a frequent conference presenter, and works with corporate as well as not for profit clients to deliver Unraveling Whiteness Workshops. She and Stephanie Puentes are Co-Founders and Co-Directors of Equity Action, LLC. You can reach her at laurie@equityaction.net.

Hsiao-wen Lo

Hsiao-wen Lo is a New York licensed psychologist at Colgate University Counseling Center. In addition to her experience in university settings, she has also worked in a children’s hospital and community mental health settings. Trained as a generalist, she has experience working with anxiety, depression, sexual trauma, eating disorders, and ADHD. Her clinical and research interests are multicultural counseling, identity issues, and multicultural training.

Barbara Love www.rc.org/uer

Love, PhD, is an Associate Professor of Social Justice Education at the University of Massachusetts at Amherst. She is a member of the National Training Laboratories (NTL Institute), The National Black Women’s Health Imperative, and is International Reference Person for African Heritage People in the International Re-Evaluation Counseling Communities. This is the fifth year she will be at the WPC.

Ariel Luckey www.arielluckey.com

Born and raised in Oakland, California, Luckey is a hip hop theater artist whose community and performance work dances in the crossroads of education, art, and activism. Named a Visionary by the Utne Reader in 2008, Ariel performs his one man show Free Land, which explores white privilege and the legacy of land theft in American history, at schools, conferences, theaters, and community centers across the country. Ariel just released his first book, a collection of poetry and lyrics entitled Searching for White Folk Soul.

Dianne Lyday

Lyday has been an active member of Baltimore Racial Justice Action since its inception in 2003. She has served as a facilitator/co-facilitator/presenter in anti-racism workshops for the U.S. Social Forum, Baltimore’s Radical Bookfair, the Lutheran Volunteer Corps, the Jesuit Volunteer Corps, the Rostered Leaders of the Evangelical Lutheran Church of America (ELCA) and the ELCA DE-MD Synod Anti-Racism Team. She is also a regular co-facilitator of the twice yearly, 8-week “Confronting Racism” course at Sojourner Douglass College in Baltimore City.

Alyssa Lynes www.WhiteFolksSoulByAnyDanceNecessary.wordpress.com and www.LoveMakingDances.com

Lynes is a dancer and teacher who is devoted to exploring subcultures through the lenses of movement, language, child development, and racial consciousness. She received a BA in Dance and Spanish from Sarah Lawrence College and a MS in Childhood Education with a certification in bilingual education from Bank Street College. Alyssa is thrilled to be a member of White Folks Soul, By Any Dance Necessary, where she brings all of herself: her range of experiences in education, her diverse dance background, and her devotion to address the construct of race that engages us as whole people.

Peggy McIntosh www.wcwonline.org

McIntosh is Associate Director of the Wellesley Centers for Women at Wellesley College in Massachusetts. She is Founder and Co-director of the United States S.E.E.D. Project on Inclusive Curriculum (Seeking Educational Equity

and Diversity). She consults widely in the United States and throughout the world with college and school faculty who are creating more gender-fair and multicultural curricula. In 1988, she published the ground-breaking article, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work on Women's Studies." This analysis and its shorter form, "White Privilege: Unpacking the Invisible Knapsack," 1989, have been instrumental in putting the dimension of privilege into discussions of gender, race, and sexuality in the United States.

Amy Meckeler www.arsj.org

As one of the founding members of the Alliance for Racial and Social Justice (ARSJ), Meckeler has contributed numerous years to developing and implementing a range of social justice initiatives. Her social action work in ARSJ includes training community organizers and volunteers on the dynamics of power and privilege; holding county family courts to the highest level of ethical standards by way of a community-run court watch and participatory action research initiative; challenging local and state public policy makers to extend justice to all; collaborating on legal strategies for marginalized families; supporting and participating in youth empowerment initiatives like voter registration and fund raising events; and building community networks. She has a B.A. in English, has worked in a number of communications and management positions for the past 10 years, served as an advisor to the student-run Gay-Straight Alliance (GSA), and is pursuing an M.A. in Sociology and Social Justice at Kean University.

Betsy Merbitz

Merbitz became a member of Baltimore Racial Justice Action in 2006, which provides her with many opportunities for learning and growth. She co-facilitates anti-racism workshops for whites and has a special interest in the intersections of oppressions.

Dana Nichols

Dana Nichols is an assistant professor of English at St. John Fisher College in Rochester, New York. She teaches writing and rhetoric, including courses in critical whiteness theory, visual rhetoric, the rhetoric of social movements, and the rhetoric of hate and social justice. Her research interests include rhetoric and composition, critical whiteness theory, and hate speech.

Rachel Noble www.rc.org/uer

Noble is a consultant, trainer and facilitator. She was president of Local 1011 of the International Brotherhood of Electrical Workers and leader in the Communications Workers of America at her former job,. Currently, Rachel is a key leader of Re-evaluation Counseling in the state of Oregon and internationally. She was a delegate from United to End Racism to the UN World Conference Against Racism in Durban, South Africa, 2001 and the follow-up conference in Washington, D.C., 2003. She is also currently involved in a project that works to connect descendants of the "slavery" era with one another for healing and for the continued dismantling of racism.

Kathy Obear www.AllianceForChange.com

Obear, Ed.D. has over 25 years experience as an organizational development consultant specializing in diversity dynamics, team and organizational effectiveness, conflict resolution, and change management. Kathy is a founding faculty member of The Social Justice Institute, a five-day intensive professional development program for diversity practitioners focusing on dynamics of race and racism. She has a deep passion for helping diversity trainers and practitioners to manage themselves more effectively when they are "triggered" so they can manage their "hot buttons" and facilitate difficult dialogues with greater competence. Her diversity articles include "Best Practices that Address Homophobia and Heterosexism in Corporations," and "Navigating Triggering Events: Critical Skills for Facilitating Difficult Dialogues."

Tema Okun www.dismantlingracism.org

Okun is a member of the Dismantling Racism Works collaborative and has spent 20 years supporting long-term anti-racism, anti-oppression work within organizations and communities. She is currently in a doctoral program at UNC-G and teaches at the UNC-Chapel Hill School of Social Work and at UNC-G in the Education Department. She is active in Middle East peace and justice work with the Israeli Committee Against House Demolitions-USA.

John D. Palmer

Palmer was adopted at the age of 13 months from South Korea. After teaching in a racially diverse public elementary school, John journeyed to South Korea in search of a closer attachment with his racial and ethnic identity. He earned his MA in Korean Studies from Yonsei University and was granted the privilege of working as a research associate at the Syngman Rhee Presidential Research Center under the tutelage of Dr. Young Ick Lew. John then earned his PhD in Educational Planning and Leadership Studies, Social and Cultural Foundations of Education from The University of Iowa. John currently is an Assistant Professor at Colgate University in the Department of Educational Studies and was just awarded tenure.

Robin Parker www.beyonddiversity.org

Parker is the Executive Director of the Beyond Diversity Resource Center. Prior to holding that position, he served as a Deputy Attorney General in the New Jersey Division of Criminal Justice. Parker is a co-author of *The Anti-Racist Cookbook* and *The Great White Elephant*, and has received numerous awards for his work in human relations, including the A World of Difference from the ADL and the Rachel Davis Dubois Human Relations Award from the International Institute.

Khalid Patterson www.theminorityreporter.com

Media Services Director, Patterson is a former Hollywood marketing consultant, with direct experience in helping studios benefit from the images and themes that they display onscreen. A Stanford graduate, currently employed by ESPN as a production coordinator, Patterson also creates media as webmaster and lead producer of *The Minority Reporter docuDVD*.

Jessica Pettitt www.jessicapettitt.com

Referred to as the "Margaret Cho" of Diversity Trainers, Pettitt blends politics, humor, identity, and local flair with big city passion and energy through direct, individualized, and interactive conversations. Her workshops, seminars, and keynotes don't just leave participants invigorated but inspired and motivated to follow through with action to create change. Having traveled and lived in a variety of communities and environments all over the world, while also engaging with education as student, teacher, administrator, and active community member, Jessica uses her take on life to lead participants through a safe but confrontational process of examination, self reflection, and open dialog that is as challenging as it is rewarding.

Jesse Phillips-Fein www.WhiteFolksSoulByAnyDanceNecessary.wordpress.com and www.LoveMakingDances.com

Phillips-Fein is a dancer, choreographer, dance educator and producer of multi-genre shows. She grew up in Brooklyn NY, where she studied dance at the Brooklyn Arts Exchange and The Dalton School. She received a B.A. in Dance & Cultural Studies from Smith College, and a Diploma in Dance Studies from the Laban Centre in London, England. Her work has been presented at many venues in NYC and has been supported by the Brooklyn Arts Council, the Puffin Foundation, the Lower Manhattan Cultural Council and Dance Theater Workshop's Outer/Space Program. She has taught dance to all ages.

Maggie Potapchuk www.mpassociates.us

Potapchuk is the founder of MP Associates, a consulting firm that works with individuals, organizations, and communities to build their capacities to effectively address racism and better understand privilege issues for building a just and inclusive society. Her recent work includes, managing a pilot project with Philanthropic Initiative on Racial Equity and Applied Research Center using their Racial Equity Grantmaking Tool with two foundations; and co-developing the web site, www.evaluationtoolsforracialequity.org and www.racialequitytools.org with Sally Leiderman. She recently wrote *Community Change Processes and Progress in Addressing Racial Inequities* and co-authored *Flipping the Script: White Privilege and Community Building*. MP Associates' services include: program design, facilitation and training, assessment and evaluation, research, technical assistance and coaching, and tool/curriculum development.

Debo Powers www.rc.org/uer

Powers is an educational change activist and the founder and Principal of the School of Arts and Sciences which was named one of the top eight charter schools in the nation. She has served on several United to End Racism delegations and is the leader for Re-evaluation Counseling in Alabama, Georgia, and Florida.

Bryan Proffitt www.dismantlingracism.org

Proffitt is a Hip-Hop generation white man who teaches, organizes, writes, and lives in Durham, NC. He has taught in a variety of settings including universities and community organizations, and currently teaches history at the high school level. He has been involved in a host of social justice organizations over a 10-year history of activism, and looks forward to a life full of new relationships, struggles, and victories.

Stephanie Puentes

Puentes is 28-year veteran of the high tech industry where she held a variety of positions with Hewlett-Packard Company and was a founding member of HP's first global employee resource group. She is a certified Myers-Briggs Type Indicator® (MBTI®) practitioner. Stephanie is a member of the People of Color Advisory Committee of Out & Equal Workplace Advocates and she is President of the Board of Downtown College Prep (DCP), a charter high school whose mission is to prepare under-achieving students to thrive at four-year universities. She and Laurie Lippin are Co-Founders, and Co-Directors of Equity Action, LLC. You can reach her at: stephanie@equityaction.net.

LaQuan Rankins www.arsj.org

Rankins is a case manager as well as a youth advocate for Affinity Counseling Group in North Brunswick, New Jersey, an organization committed to offering quality therapeutic services and empowerment to all people interested in strengthening their relationships, contributing to their communities and seeking social justice. He also serves as a Program Coordinator for New Jersey's state-wide Youth Advocate Program. LaQuan has collaborated with the Alliance for Racial and Social Justice (ARSJ) presenting powerfully interactive workshops including "Real Talk: Accountability on the long road to liberation", "Trading in the Master's Tools" and "Fighting the Privilege: Collaborative Approaches for Social Justice."

Beth Reis www.safeschoolscoalition.org

Beth was a founding member of the Safe Schools Coalition, an international public-private partnership that helps schools become safe places where every family can belong, every educator can teach and every child can learn regardless of gender identity or sexual orientation. She is a Public Health Educator with Public Health – Seattle & King County (which belongs to the Coalition).

Dorothy Roberts www.law.northwestern.edu/faculty/profiles/dorothyroberts

Roberts is the Kirkland & Ellis Professor at Northwestern University School of Law with joint appointments in African American Studies, Sociology, and the Institute for Policy Research. She has written and spoken extensively on the interplay of gender, race, and class in legal issues concerning reproduction, bioethics, and child welfare. She is the author of the award-winning books *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (1997) and *Shattered Bonds: The Color of Child Welfare* (2002). She is currently writing a book on the politics of race-based biotechnologies.

Vanessa Roberts

Roberts graduated from Colorado College in 2008 with a self-designed major, Critical Race Theory: Emphasis Performance Comedy, and a minor in American Cultural Studies. She currently attends the Tisch School of Arts at NYU and is a 2009 MA candidate in the department of Performance Studies. Ms. Roberts feels called to use humor and other performative techniques as tools for translating theoretical ideas capable of prompting sustainable ideological change.

Susan Roll

Roll is a doctoral candidate and adjunct faculty in the Graduate School of Social Work at the University of Denver. Having received her MSW in 1998, Susan had been in non-profit administration for ten years prior to returning to

school for her PhD. Susan teaches masters level courses in family policy and community organizing and is currently working on a study of the effects of welfare policy on low-income women in Colorado.

Penny Rosenwasser www.iconoclastic.net/eccw

Rosenwasser received her Ph.D. in Transformational Learning and Change in a program that focused on in-depth experiential work around racial oppression. She has worked as a visible Jew for a just peace in Palestine and Israel, and has published extensively, including her 1992 book, *Voices from a 'Promised Land': Palestinian & Israeli Peace Activists Speak Their Hearts*. She has also led 4 women's peace delegations to Israel/Palestine as a staff member of the Middle East Children's Alliance. Additionally, she is a national board member of Jewish Voice for Peace, teaches an "Anti-Arabism, Anti-Semitism" class with a Palestinian colleague, and is completing *What's Jewish Self-Love Got to Do With It? Women, Healing & Social Change*.

Iris Rubenstein www.arsj.org

Rubenstein is one of the founders of ARSJ and has more than 10 years of experience in facilitating critical consciousness-raising in community-based organizations and in community-based participatory research. As Vice President for ARSJ, she currently leads the efforts of training new volunteers for Watch NJ—both for direct court room observation procedures and for socio-education training within ARSJ and to outside organizations—and she is an active data collector for the project. Additionally, she works collaboratively and closely with the other ARSJ Officers, Board of Trustees, and Advisory Board Members to ensure ARSJ's goals, objectives, and mission are met. Ms. Rubenstein is also a trained Grief Support Facilitator and has led a monthly support group for 12 years.

Nima Samimi www.rc.org/uer

Samimi is an artist and a gardener at the Arnold Arboretum of Harvard University. He is also a graduate student of Middle Eastern Studies at the Harvard Extension School and a leader in the Re-evaluation Counseling Communities in Massachusetts. He has organized and co-led workshops for United To End Racism since 2001 at UER events, the Boston Social Forum and WPC 9. He was the recipient of UMass Boston's Departmental Award for Historical Scholarship on the Haitian Revolution in 2006 and of the Arnold Arboretum's Director's Innovation Award in 2008.

Dena Samuels

Dena Samuels is a sociologist specializing in race, gender, sexuality, and curriculum development. She teaches in Women's and Ethnic Studies at UCCS, received the university's Outstanding Instructor Award and the Student Multicultural Affairs' honorary award for Outstanding Achievement in Diversity. Samuels co-directs the national Knapsack Institute: Curriculum Transformation Workshop, directs the Building Inclusiveness program which provides campus-wide diversity workshops, and consults around the country for The Matrix Center. She is co-editor of *The Matrix Reader: Examining the Dynamics of Oppression and Privilege*, and author of *Teaching Race, Gender, Class, and Sexuality*, a teaching guide that accompanies this volume.

Christine Saxman

Saxman and Andrea Johnson are colleagues at Deerfield High School located in the suburbs north of Chicago. They have been involved in the leadership of their district's S.E.E.D. program and have co-facilitated equity workshops (including a recent session at the Summit for Courageous Conversations). Their inter-racial friendship was born out of their collective passion to participate in the transformation of our society from one that rests in white supremacy to one that is truly equitable for all.

Molly Secours

As a writer/speaker/filmmaker/activist, Secours has been called an "uncompromising fighter for racial equity and social justice." For over 10 years, Secours' writings have appeared in over 50 mainstream and internet magazines and newspapers. In addition to numerous radio and television appearances, she is a host on "Beneath The Spin" a weekly radio show on WFSK at the historic Fisk University campus in Nashville TN. She also pens a weekly column of the same name ("Beneath The Spin") on Blackcommentator.com. In spring of 2007 Secours appeared on CNN's Paula Zahn Now with Roland Martin to discuss the issue of 'self segregation'. In 1998, Secours was invited to serve as an Advisory Board Member at Fisk University's Race Relations Institute in Nashville, Tennessee. During the summer of

2001, Secours attended the United Nations Prep-com in Geneva and, as a journalist, covered the 2001 World Conference on Racism in Durban, South Africa.

Corey Ann Seldon www.coreyannseldon.com

Seldon is a graduate of the University of Texas at Austin where she started using Theater of the Oppressed techniques to break apart societal issues. Corey Ann is an independent consultant who has worked with the University of Maine, the Alcohol and Drug Council of Middle and East Tennessee, and the California Coalition Against Sexual Assault. She looks forward to the exciting and energizing work with everyone this year!

Anna Shabsin

Anna is a Lecturer at The Brown School of Social Work at Washington University in St. Louis, teaching courses on privilege and oppression, politics and policy, lobbying, and intergroup dialogue. She has also developed a skill-based curriculum that gives students the necessary tools for working toward social justice. Anna has provided diversity education and facilitation for notable St. Louis organizations and schools. Prior to becoming a diversity educator, Anna practiced law in St. Louis for 10 years.

Nelson Simon www.rc.org/uer

Simon is a writer and videographer. He has worked with StoryCorps, a national oral history project that records the stories of Americans from all walks of life and recognizes the importance of listening well to one another. Listening is also at the core of Nelson's work with UER and the Re-evaluation Counseling (RC) Communities. He has participated in several UER projects, including serving as a delegate at last year's WPC and providing support to the UER delegation that attended the World Conference Against Racism in Durban, South Africa in 2001. He is a teacher of Re-evaluation Counseling.

Dvora Slavin www.rc.org/uer

Slavin works full-time as staff for the International Re-evaluation Counseling Communities, and leads workshops throughout the United States on eliminating racism, as well as on Jewish and working class liberation. She was a delegate and the assistant organizer of United to End Racism's (UER) participation in events at the United Nations World Conference Against Racism, in Durban, South Africa, 2001, and at the U.S. follow-up conference, "Movement Beyond Borders" in Washington, D.C., May, 2003. She was also the assistant organizer for UER's participation in the United States Social Forum in Atlanta, GA, June 2007 and organizer of the local participation of UER at the Seattle Race Conference since its inception. She has organized UER's participation in WPC for last 7 years and has led workshops on the role of white people in ending racism at this Conference and others. She is a key leader for RC and UER in Seattle, Washington.

Pamela Smith Chambers

Smith Chambers is the Training Director of the Beyond Diversity Resource Center. Before joining the Center, Chambers was the Supervising Program Development Specialist in the New Jersey Office of Bias Crime and Community Relations and, prior to that, the Director of Counseling and Education Services at the YWCA of Trenton. Chambers is a co-author of *The Anti-Racist Cookbook* and *The Great White Elephant*.

Theophus "Thee" Smith

Smith is an associate professor in the Religion Department at Emory University in Atlanta, Ga. and also an Episcopal priest serving at the Cathedral of St. Philip in the Diocese of Atlanta. Thee Smith is the author of *"Conjuring Culture: Biblical Formations of Black America"* (Oxford, 1994), and coeditor with Mark Wallace of *"Curing Violence"* (Polebridge, 1994). Since 1987 Thee Smith has led forums and workshops on reconciliation issues at Emory University and throughout the region and the nation. These programs include the "Prejudice Reduction" and "Conflict Resolution" workshops developed by the widely acclaimed National Coalition Building Institute (www.ncbi.org). In addition he is the founding director of Southern Truth and Reconciliation (www.southerntruth.org). STAR is a regional nonprofit that consults with local communities seeking a truth-and-reconciliation approach to issues in the present that are still impacted by a legacy of racial violence. He has been a long-time member of the Re-evaluation Counseling community in Atlanta, GA.

Tilman Smith

Smith works for Child Care Resources as the Program Manager for the professional development component of Seattle Early Reading First, a federally funded program focused on providing culturally and linguistically relevant literacy support for children who are impacted by poverty and racism. In 1994, Smith co-founded WWOAR (White Women Organizing Against Racism), which provided anti-racism education and accountability strategies for white women throughout the Pacific Northwest. In 2004, she joined with Seattle educators to form WE-ACT (The Work of European-Americans as Cultural Teachers), which focuses on the responsibility of white educators to create culturally relevant, anti-racist education for all students.

Rhonda Soto www.classism.org

Soto leads Class Action's Race/Class Intersections program. A native of Harlem, NY, she knows how important and challenging it is to build awareness around issues of race and class. As a single parent on welfare, she moved to a culturally all-white suburban area where she earned a bachelor's degree from Mount Holyoke College. Her experiences as a low-income person of color and her long-standing interest in social justice led her to become a vocal advocate, trainer, and consultant around issues of diversity

Lynne Sprague

Sprague has been involved in community-based social justice movements for the past 15 years. Lynne teaches courses on gender-based violence, disrupting privilege, exploring social justice and policy at the University of Denver. She does community organizing around immigrant justice, media access, trans-inclusion, politics of food, and economic justice with local organizations and collectives including the Colorado Anti-Violence Program, Chinook Fund, Denver Fair Food Campaign, Free Speech TV, and Denver USED.

Helen Stillman www.safeschoolscoalition.org

Stillman is the Speakers Bureau Manager for the Safe Schools Coalition. Helen has spent most of her life in Seattle and also works at Lambert House, Seattle's center for LGBTQ youth.

Circe Stumbo www.westwinded.com

Stumbo is president of West Wind Education Policy Inc., a consulting company that builds the capacity of education leaders to imagine and enact a public K-12 education system that overcomes historic inequities and engages all children in learning. Under Circe's direction, West Wind has developed a model for Systemic Equity Leadership, which is grounded in Critical Race Theory, systems thinking, learning organizations, adaptive leadership, and direct-action organizing. Circe has facilitated national and statewide blue ribbon panels and summits, cross-functional working teams, organizational strategic planning processes, and equity leadership teams. Circe earned a master's degree in education from Harvard University, a master's in government and politics from the University of Maryland, and a bachelor's in political science from The University of Iowa.

Sara Sutler-Cohen <http://sara.sutlercohen.com>

Sutler-Cohen received her Ph.D. in Sociology with a parenthetical notation in American Studies in 2005 from UC Santa Cruz. Her dissertation research investigated the phenomenon of Neoshamanism in Northern California. She teaches Sociology and Indigenous Studies at Bellevue College, just ten miles east of Seattle, and is the Programmer for the American Indian Film Festival at Bellevue.

Christina Swaidan

Swaidan is the Assistant Professor of Art History and affiliate faculty of Multicultural and Ethnic Studies at Westfield State College. Her courses include Islamic Art, African American Art, and Representations of Race. She is currently conducting research on both African American consciousness and contemporary Muslim American identity. Professor Swaidan also serves as a curriculum consultant for several Islamic schools in Connecticut

Becky Thompson

Thompson is the author of several books including, most recently, *When the Center is on Fire: Passionate Social Theory for our Times* (co-author, Diane Harriford) and *A Promise and a Way of Life: White Antiracist Activism*, and the

co-editor of *Fingernails Across the Chalkboard: Poetry and Prose on HIV/AIDS from the Black Diaspora*. She is the director of the Women's and Ethnic Studies Program at the University of Colorado at Colorado Springs.

Shelly Tochluk

Tochluk is the author of *Witnessing Whiteness: First Steps Toward an Antiracist Practice and Culture*, a book that helps people understand why race remains an essential issue, how race affects people's daily lives and interactions, and practical steps we can take to serve racial justice. An educator, with a background in psychology, Shelly spent ten years as a researcher, counselor, and teacher in California's public schools. She now trains teachers to work with Los Angeles' diverse school population as the Chair of the Education Department at Mount St. Mary's College. Shelly also serves on the leadership team of AWARE-LA (Alliance of White Anti-Racists Everywhere-Los Angeles)

Eunice Torres www.rc.org/uer

Torres is Human Resources/Rights Director for the Town of Amherst, Massachusetts. She coordinates activities to promote diversity, multiculturalism, and inclusion of all people. She is a contact for employees and citizens regarding complaints, questions, or concerns of unfair treatment, harassment, or other violations of individual human rights. She advocates for and works to ensure services for all citizens and employees including ensuring the rights of members of protected classes. She is a teacher and a leader in Re-evaluation Counseling and organized Black Liberation and Community Development Re-evaluation Counseling workshops.

Adison T. Petti www.trans-campus.org

T- Petti is the founder of TransCampus—A Campus and Community Education Tool for Queer and Trans Issues. Ze is currently a student and activist around multiple issues in Colorado Springs, CO where ze is attending the Colorado College as a double major in political science and feminist and gender studies. After attending law school, ze hopes to enter public policy work around issues facing women, youth, queers, trans people and people of color.

Kenneth O. Turner

Turner Jr. an Academic Advisor for Educational Talent Search and Adjunct Instructor for the Urban Teacher Program with Metropolitan State University as well as an educational Consultant in the greater Twin Cities Area. Kenneth brings 9 years experience as an educator in K-12 and 7 years in higher education. Kenneth is passionate about combating the disparities in the Urban Communities when it comes to children of color. Each One Teach One Reach One is his Company's business name but he stands behind this name as this is the only way to break the barriers and disparities among our children in the urban communities.

Russ Vernon-Jones www.rc.org/uer

Vernon-Jones, Ed.D. is a consultant, trainer, and activist with the Alliance for Racial Justice and Healing in Amherst, MA. He is a leader of "Youth Helping to End Racism", a web-based project for young people ages 10-21 and for adults who work with youth. He was a public school teacher and administrator in multi-racial schools for over 20 years. He is a teacher and leader in the International Re-Evaluation Counseling Communities.

Jilchristina Vest www.fusionprogram.org and www.ipride.org

Vest, Co-Director of iPride and Director of The FUSION Program, is a righteous mixed blood activist of Black, Indian and Euro descent. Originally from Chicago she has been a resident of the Bay Area for over 20 years. She has two Bachelors degrees (in Women's Studies and Black Studies), and a Masters degree in International and Multicultural Education. Jilchristina has traveled the globe, taught and directed Summer Bridge for ten years and currently teaches with The Boys and Girls Club of America. She is committed normalizing difference and as the Director of The Fusion Summer Program, a day camp for Mixed and Transracially Adopted youth, Jil is able to reach an increasing number of children and families. In the classroom, in workshops and in everyday life, she uses the complexity, fluidity and challenges of the mixed race experience to express the underrated necessity of embracing, encouraging and celebrating difference.

Jesse Villalobos

Villalobos is a brown-skinned, indigenous cultural worker, rooted in a radical legacy of people of color and other marginalized peoples around the world who have organized for social justice in the face of violence and exploitation.

As a media maker, musician and organizer, Jesse's work looks to pop culture as a location for aesthetic resistance to make movements for revolutionary social change. Jesse currently directs the diversity initiative at Parsons The New School for Design in New York City and formerly served as the regional director for public policy and programs at NCCJ (the National Conference for Community and Justice) in Iowa.

Christina Wagner

Wagner manages the YWCA of Greater Cleveland Racial Justice Initiative. As a consultant for the organization, she moves improvement dialogue beyond diversity training toward racial equity within the forefront of the regional business community. This deeper context enables change-making and transformation on a systemic level by raising awareness into institutional behaviors that encourage optimum operations. Training seminars, courses, lectures, private consultation and tactical business guidance are offered as part of the consulting spectrum to private and public sectors throughout the region.

Apryl Walker www.rc.org/uer

Walker is a grassroots community organizer who, over the past 14 years, has focused her work on the elimination of racism, adultism, and classism. Apryl has been a teacher and leader within the Re-evaluation Counseling Community for the past 5 years. Apryl participated with the UER delegation at the 2007 United States Social Forum, and has co-led UER workshops at the 2008 White Privilege Conference (Amherst, MA, USA) and the 2008 Gandhi-King Conference on Peacemaking (Memphis, TN, USA).

Vernon Wall www.vernonwall.org

Wall has accumulated over 25 years of professional Student Affairs experience at Iowa State University, the University of Georgia, UNC-Charlotte and UNC-Chapel Hill. He has experience in Greek life, new student orientation, student activities, leadership development, global education and university housing. Vernon received his B.A. in Political Science from North Carolina State and his M.S. degree in College Student Personnel Administration from Indiana University. Vernon has received several awards for his contributions to the quality of student life, is a nationally known speaker in the areas of social justice and leadership styles and is one of the founders and facilitators for the Social Justice Training Institute. Vernon has also served as a trainer for the Martin Luther King Center for Non-Violent Social Change in Atlanta, Georgia. Vernon has written several articles and has co-edited two books on issues of inclusion on today's college campus. He currently resides in Washington, DC where he is employed the ACPA – College Student Educators International as the Director of Educational Programs & Publications.

N. Eugene Walls <http://portfolio.du.edu/ewalls2>

Walls is on faculty at the Graduate School of Social Work at the University of Denver. In that role he teaches about issues of multiculturalism and anti-oppressive social work practice with a goal of radicalizing future social workers to become part of the solution for social justice, rather than being agents of social control. His community work has focused on education about privilege, lesbian and gay issues, oppressive attitudes and behaviors toward women and trans-identified individuals, equal access for people with disabilities, and homelessness.

Jamie Washington www.washingtonconsultinggroup.net

Rev. Dr. Washington serves as the President and Founder of the Washington Consulting Group, a Multicultural Organizational Development Firm out of Baltimore, MD. He is also a Founder of the Social Justice Training Institute. Founded in 1998, the institute has trained over 700 Social Justice Educators and Change Agents from across the country. Dr. Washington has served as an educator and administrator in higher education for over 25 years.

Mike Weaver

Dr. Weaver, researcher, educator, filmmaker, author and social entrepreneur has built a strong reputation for helping colleges/universities, organizations and individuals succeed. He is chairman and CEO of SeaGull Industries, Inc., an Atlanta-based research and educational materials consulting company specializing in Education, Not-for-profit and Multi-Media markets. Some of SeaGull Industries' clients have included Clayton County Commissioner's Office, Fort Valley State University, City of Atlanta Department of Community Affairs, the State of Colorado Public Health Department, Cities in Schools, and the Langston Hughes Performing Arts Center in Seattle, Washington.

Tre Wentling

Hiking, cycling, skiing, snowshoeing, watching movies, and spending quality time with friends and family are among Tre's most prized hobbies. Raised in a military family, Tre moved across state and country borders frequently, but today calls Colorado home. Currently, Tre is a PhD Student in sociology at Syracuse University with a focus on health inequalities within and across gender, race, class, and citizenship lines.

Chris Wetzel www.rhodes.edu/academics/8083_8464.asp

Wetzel is an associate professor psychology at Rhodes College. He has published in several academic journals, including *Journal of Personality and Social Psychology*, *Journal of Experimental Social Psychology*, *Personality and Social Psychology Bulletin* and *Basic and Applied Social Psychology*, and has co-authored a book chapter on nonverbal communication. His specific interests include implicit racial prejudice, white privilege, and the contribution of diversity issues to campus climate.

Maketa Wilborn www.nwproject.com

Wilborn is the co-founder and director of New Wilderness Project, a performance and education partnership that works with educators and youth around the country to build leadership skills for creating equitable, sustainable communities. Maketa is also an outdoor educator, director of CPS Consulting based in Seattle, a drummer, and a poet.

Rose A. Williams

Williams is the Community Outreach Administrator for the New Jersey Coalition for Battered Women (NJCBW). As Community Outreach Administrator Williams is responsible for providing technical assistance and training to the coalition and its 23 member programs to build their capacity to provide culturally relevant services to marginalized communities. Williams also serves as the Staff Liaison for the Women of Diversity Task Force of the New Jersey Coalition for Battered Women. The Task Force acts as an advisory to the NJCBW on issues related to women of color and other marginalized groups.

Adrien Wing www.law.uiowa.edu/faculty/adrien-wing

Wing is Associate Dean for Faculty Development and Bessie Dutton Murray Professor at the University of Iowa College of Law. Author of over 100 publications, she teaches Critical race Theory, Human Rights, and Law in the Muslim world. She is the editor of *Critical Race Feminism* and *Global Critical Race Feminism*. She has attended all 10 WPC conferences.

Tim Wise www.timwise.org

Tim Wise is among the nation's leading antiracist essayists and activists. He is the author of four books: *White Like Me: Reflections on Race from a Privileged Son*; *Affirmative Action: Racial Preference in Black and White*; *Speaking Treason Fluently: Anti-Racist Reflections from an Angry White Male*; and *Between Barack and a Hard Place: Racism and White Denial in the Age of Obama*.

teddy wright

Wright is a facilitator, educator and organizer who was raised by some strong women in upstate New York. He is a core trainer with national anti-violence organizations and helps young people and adults who work with young people develop the skills and analysis they need to be good allies (prevent violence, subvert oppression, and celebrate difference). His experience includes program design, development, and implementation, in Boston, New York, Miami and Seattle. He holds a BA in Afro-American Studies and Philosophy from Harvard and is currently pursuing his MSW at the University of Washington.

Beth Yohe www.adl.org

Yohe is the Assistant Director, Training and Curriculum Department of the Anti-Defamation League's (ADL) Education Division. As Assistant Director, Beth develops anti-bias training and curricular materials for ADL's Education Division and A WORLD OF DIFFERENCE® Institute. She oversees the Institute's Train-the-Trainer program and facilitator development. Beth has more than 15 years experience in anti-bias training and facilitation.

Y-STEP; Chelsea Boilard and Thomas Arndt www.ystep.org

Y-STEP is a Bay Area-based racial justice education and training program for white youth. Our mission is to build the collective responsibility of white people to confront racism and white supremacy by working primarily with white youth through workshops and trainings. Our vision is that Y-Step will ignite inspiration and courage in other white youth and adults to stand up for racial justice, and continue to build a legacy of accountable white people planting seeds of hope, healing, and resistance.

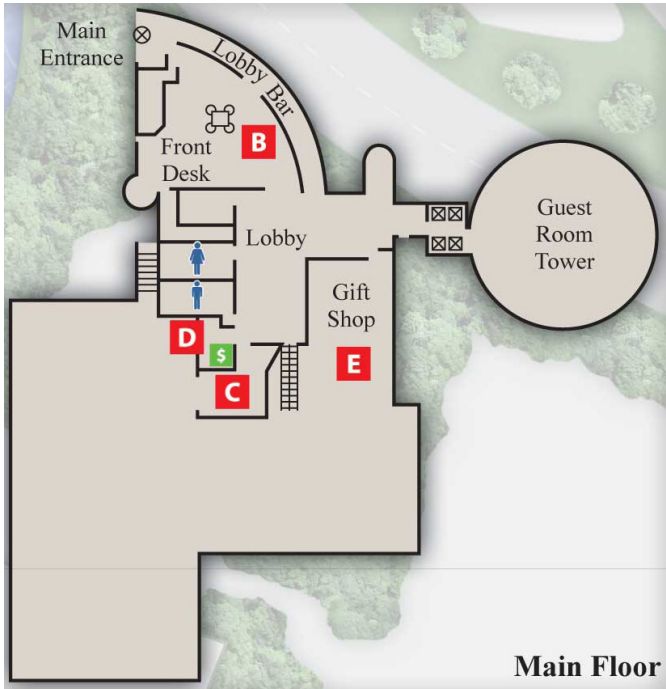
Zahava www.WhiteFolksSoulByAnyDanceNecessary.wordpress.com and www.LoveMakingDances.com

Zahava is a dancer, choreographer, performance artist, healer, ritual creator and director of Love Making Dances. She teaches yoga, meditation, Spiritual Nourishment for Conscious Activism, Sensual Inner Expansion, and Chakra Consciousness. She has been listening to, speaking in, and facilitating spaces to acknowledge and transform white privilege for the past nine years including work with the People's Institute for Survival and Beyond, Sarah Lawrence College, the Re-Evaluating Counseling community, and the White Privilege Conference. She envisioned and is deeply honored to be a member of White Folks Soul, By Any Dance Necessary, exploring the incompatibility of wholeness and the race construct for white people.

Jorge Zeballos www.jorgezeballos.com

Zeballos is a diversity consultant with years of expertise conducting workshops, presentations and leading long-term diversity initiatives at K-12 schools, colleges and universities, international and national conferences, and non-profit organizations. Zeballos was born in Washington, DC but grew up in Lima, Peru. He holds a B.A. degree in Political Science from Rutgers University. He currently resides in High Point, North Carolina, and is the Latino Community Coordinator and International Student Advisor at Guilford College in Greensboro.

MAPS



Main Floor – Meeting rooms utilized by WPC:

Davidson Boardroom

Ridgelake Room



Ground Floor – Meeting rooms utilized by WPC:

ABCDE = Tennessee Grand Ballroom

123 = Promenade Rooms

123456 = Directors Rooms

ABC = Southeast Ballroom

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