



THE WHITE PRIVILEGE CONFERENCE

WPC Community Agreement

The WPC aims to create a learning community in which participants engage in a challenging educational experience as respectful community members. Each participant is in a different place with regard to their journey in understanding whiteness, privilege, power and oppression. Thus, we 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 all WPC community members agree:

To Create a Challenging Experience:

- We will strive to maintain a safe and inclusive environment, recognizing that safety takes different forms for different people. To this end, we agree to take care in our interactions with others and in representing our own needs.
- We agree to openly and honestly engage ourselves. We will take risks and ask questions, realizing there will be discomfort, but that through discomfort we learn and grow.
- We make a commitment to dialogue and accept non-closure. We are engaging in ongoing, life-long work.

To Work Collaboratively:

- We agree to actively listen to others, remain engaged, and consider views that are different from our own, even if it challenges us to do so. When we disagree, we will express our views respectfully, acknowledging that EVERYONE (participants *and* facilitators) is here to learn.
- 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 to respect confidentiality. (Confidentiality can mean something different to different people. When in doubt, ask).
- We agree that if we experience a problem we will seek the advice/guidance of the conference staff and other resources including the listening station, and caucus and support groups.
- 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.

To a Comprehensive Commitment:

- We agree that equity pertains to all people with NO exceptions.
- We will respect the conference environment, including its grounds, buildings and property.
- We agree to respect each other's physical needs and strive to create an accessible conference space.
- We will strive for intersectionality, recognizing that systems of white supremacy, inequality and privilege, such as race, gender, sexual, religious, etc. are interacting and interconnected.
- We agree to take action in our own circle of power when we return to our workplace, community spaces and social networks. The conference is only one experience in our ongoing commitment to social change; we will strive to be accountable all year long.

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 is 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.

April 7, 2010

Dear WPC Participant:

We are thrilled to have you with us for the 11th 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 program around specific issues.

The WPC organization has evolved organically over the past 11 years. We began as 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. Since then, we have built a partnership with the Matrix Center at UCCS, and grown to a robust group of over 1000 participants, many of whom return year after year.

As the conference has grown, we continue to hold tight to our core values and operating principles. As we marked our ten year anniversary, we took time to identify our mission and values, reflect upon our accomplishments and set new goals.

Mission Statement: The WPC provides a challenging, collaborative and comprehensive experience. We strive to empower and equip individuals to work for equity and justice through self and social transformation.

Core Values:

- Collaboration
- Consciousness-building (of privilege and oppression)
- Comprehensive approach (in terms of content and process)
- Challenging and supportive environment
- Intersectional content
- Strategic and action-oriented
- Reciprocity between us and our participants
- Accountability and responsibility
- Relationship building
- Purpose-driven (we are fighting for liberation, social justice and equity)

As we move into the next decade, we are exploring many new opportunities. We have professionalized our keynote DVD production process, so that DVDs of the most of the keynotes of the past few years are now available through our website. We are excited to announce the inaugural publication, later this spring, of our new on-line, open access journal, *Understanding and Dismantling Privilege*. Please consider submitting your work to the journal for publication or becoming a reviewer. We need you! We are also initiating accountability plans for conference attendees. These activities will contribute to making the WPC a year-round experience. Finally, we are starting an endowment campaign so these projects will be sustainable.

So get plugged in! If you have ideas, time, or talent (or treasure!) to contribute, let us know. We commit ourselves to another decade of cooperating and collaborating across the nation and the globe. We invite you to become more involved!

Sincerely,

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

Abby Ferber
Director of The Matrix Center for the
Advancement of Social Equity and Inclusion
University of Colorado at Colorado Springs



Greetings!

Welcome to La Crosse and the Eleventh Annual White Privilege Conference (WPC 11)! Our 7 Rivers Region Host Cosponsors Committee (7RRHCC) includes 20 co-sponsoring organizations from Iowa, Minnesota and Wisconsin. 7RRHCC has been working collaboratively with the University of Colorado–Colorado Springs (UCCS)/White Privilege Conference National Office for more than a year and a half to produce what we believe will be a great conference experience. As the conference unfolds, we hope that you will agree.

We believe your WPC 11 experience will open doors for you to meet social justice leaders from all over the US as well as other nations. The WPC experience is set up to provide opportunities to form everlasting friendships, gain useful resources and allow you to leave energized so you can begin or continue to work through issues of white supremacy, white privilege and oppression in your home communities. From past experiences as WPC participants, the organizers have learned that the information you gain throughout our three to four days together can be used throughout your life in every venue.

We are convinced that you will take away from the conference all that you put into it, including opportunities and skills for change. We have set the stage for WPC 11 and now it is up to you to take the experience and information you gain to work toward positive change wherever you go from here.

We hope while you are here that you will take some time to enjoy La Crosse. If the conference activities keep you too busy, then after the conference we encourage you to take a boat cruise on the mighty Mississippi or a stroll along her shores in one of our beautiful parks. Also consider taking a ride to the top of Grandad Bluff for a spectacular view of the 7 Rivers Region. We invite you to enjoy our fine food, hospitality and all that La Crosse has to offer!

Special thanks go to the UCCS/WPC National Team members, active leaders within each of the co-sponsoring organizations, and all the volunteers. Without these dedicated individuals and support of a spectrum of organizations this conference would not be possible.

Respectfully,

Thomas Harris on behalf of the 7RRHCC

Lisa Albrecht
Jesse Dixon
Nate Emerson
Bernie Ferry
Maureen Freedland
Earnest Gillespie
Amanda Goodenough

Alex Hines
Virgil Jones
Pearl Leonard-Rock
Cynthia Lin
Tracy Littlejohn
Bee Lo
Lynette Prieur Lo
Marsha M. Momoi-Piehl

Malika Monger
Sharon Nerison
Steve O'Malley
Marguerite Parks
Brenda Parmenter
Rick Purcell
Bob Salls

Ruthann Schultz
Deborah Thompson
Mai Vang
Karen Vogel
Ann Wales
Debra Walsh
Vicki Washington
Carlos Wiley

MISSION

An interdisciplinary journal focusing on the intersectional aspects of privilege, Understanding and Dismantling Privilege, works to bridge academia and practice, highlight activism, and offers a forum for creative introspection on issues of inequity, power and privilege.

Understanding and Dismantling Privilege

The Official Journal of the White Privilege Conference and The Matrix Center for the Advancement of Social Equity & Inclusion

Debut issue will be published online at www.wpcjournal.com on April 30, 2010 and will feature articles, reflections, creative work, curriculum, tools and strategies. Like the WPC, the journal is committed to examining not only white privilege and oppression, but the intersections of systems of privilege based on race, gender, sexuality, class, and other axes of inequality. Bringing together voices across generations and workplaces, the journal is committed to advancing social justice and dismantling privilege.

Understanding and Dismantling Privilege arose out of a need to share ongoing research and practices that are at the forefront of the Annual White Privilege Conference. The annual White Privilege Conference has grown into the premier venue for activists, scholars, teachers, and students to engage in challenging dialogues around privilege and oppression. Dismantling Privilege will provide a forum for extending these dialogues, sharing the strategies and ideas with a wider audience, and providing a space for publishing work that advances social justice for an interdisciplinary audience.

Presenters – Consider submitting your presentation for publication!

Consider becoming a reviewer!

For more information about submission guidelines or to apply for a reviewer position, visit:

www.wpcjournal.com

GOALS

- ✓ To create a forum for research and creative work that critically examines issues of privilege, power, oppression, white supremacy, and social justice.
- ✓ To encourage examination of the intersections of systems of privilege and oppression, including but not limited to race/ethnicity, sex/gender, sexuality, class, nationality and ability/disability.
- ✓ To provide a space for self-reflection, bridging the personal and political.
- ✓ To bridge theory and practice we will provide a forum for sharing curriculum, programming, tools, strategies, and best practices.
- ✓ To foster interdisciplinary dialogue.
- ✓ To encourage the development of and provide opportunities for learning from youth voices.

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General Information

Meals and Dietary Options

Meal tickets are provided for boxed lunches and the pre-registered Shabbat dinner. Boxed lunches will be available each day in **the South Hall Lower Lobby and the North Hall Lower Lobby**. There will be regular 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 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 throughout the La Crosse Center.

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 have 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.***

Shuttle Service

For your convenience, a shuttle will run between the La Crosse Center and several of the local hotels. Schedule copies are available at participating hotels. Remember, this is a shuttle not a taxi, and does not operate on demand.

Evaluations

We value your opinions and insights. You will be asked to complete scantron evaluations upon the completion of each institute and workshop you participate in, as well as one for the overall conference. The evaluation questions are located at the back of this program booklet (pages 38-41). You also will find a Reflective Questionnaire. Please remove the Reflective Questionnaire from the booklet, complete and return it so we can work to improve WPC in the future. Collection boxes will be available at the registration and information tables.

Recording and Copyrights

All keynotes, as well as select workshops, will be recorded. Workshop 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 throughout The La Crosse Center.

Restrooms

Restrooms are available throughout The La Crosse Center. Gender neutral restrooms* are available in **South Hall A.**

* Gender Neutral Restrooms are exactly that. Restrooms that are not labeled "men" and "women" are provided for those conference participants that opt out of a gender binary system. It is the responsibility of all conference participants to respect other's choices. If you have any questions or concerns, please contact Jessica Pettitt at (917) 543-0966 or jess@iamsocialjustice.com for more information.

CEUs

Continuing Education Units are available in Education, Counseling and Social Work. Details are available at the conference information desk.

Get College Credit While Participating in the Conference!

High school students, undergraduate and graduate students may earn 1-4 hours of academic credit at either the undergraduate level in Women's and Ethnic Studies or Education: Curriculum and Instruction, or at the graduate level in Sociology, or Education: Curriculum and Instruction. Credit is provided by the University of Colorado at Colorado Springs and is widely transferable. Credits are \$100 per credit hour at the undergraduate level, and \$150 per credit hour at the graduate level. Separate registration is required, and the deadline to register is April 16, 2010. Additional work is required. Syllabi for all class sections are available on the WPC website. Details are available at the conference information desk, or from Abby Ferber (aferber@uccs.edu).

Presenter Green Room

The **South Hall Boardroom** will be available to all presenters Wednesday, April 7 through Saturday, April 10 from 9:00-5:00 pm.

Meditation/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 Meditation and Reflection Space being set aside by the WPC this year for the first time. This space will be available in South Hall Boardroom A from Thursday through Saturday. All traditions and practices are welcome.

Caucuses & Support Groups

Thursday, April 8:	All Caucus/Support Groups, 4:00 - 5:30 pm
Friday, April 9:	All Caucus/Support Groups, 10:30 am - 12:00 pm Youth Space/Caucus, 9:00 - 11:30 pm
Saturday, April 10:	All Caucus/Support Groups, 6:00 - 8:00 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, PaKou Her, Robin Parker and Jorge Zeballos

2) 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 privilege, white supremacy, internalization of white superiority, and accountability to people of color and how they manifest at WPC itself. 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. Bring a friend! We've all got work to do. Doing it together makes us stronger and better allies.

Lead Facilitators: Shelly Tochluk, Joy Bailey, and Beth Applegate

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, including Ashkenazi (White Jews) relationships with Mizrahi Jews (Jews of Color)
- Historical and contemporary roles of U.S. Jews in struggles for racial justice here and abroad

4) Queer Caucus: The LGBTQI Caucus is for WPC participants who identify as Lesbian, Gay, Bisexual, Transgender, Transsexual, Queer, Questioning, and Intersex. This daily gathering provides a place for LGBTQI folks, white and people of color, to explore issues of privilege and oppression primarily focused on race relations within our community. The intent is to share insight and provide support to each other throughout the conference.

Lead Facilitators: Jordon Johnson and Tre Wentling

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.

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)

◆ **Need someone to talk to?**

In addition, The White Privilege Conference can stir a range of emotions during one's participation. During the conference if you are feeling confused, upset, or distressed, the United to End Racism (UER) delegation may be able to help. If you would like someone to listen to you with aware attention, stop by the United to End Racism display table. Let the UER person know you'd like someone to listen to you. We will do our best to accommodate your request given time and space restraints. You are also welcome to join us for support group times or to attend one or more of the UER sessions during the conference. Don't let your upset make your time at the conference more difficult or interfere with your organizing efforts to end racism. Stop by – we'll do our best to listen and support you!

Sessions for WPC Presenters/Facilitators

All presenters are encouraged to attend one of the following sessions.

1) Orientation for New and Future Presenters/Facilitators to the WPC: This discussion is designed to orient new (and future) presenters/facilitators to the unique format of workshops/ institutes at the WPC guided by its mission and goals. How is WPC unique and how should this inform a presenter /facilitator and WPC presentations generally? What unique challenges do WPC participants bring to WPC sessions? What might you do to tailor your presentation so as to facilitate the mission of WPC? What tools and resources will you deploy to create an environment that enhances the teacher-learner dynamic? These issues among others will be discussed. We will consider "best practices" for WPC presentations drawing upon the experience of those who have "successfully" presented at WPC and based upon observations/recommendations from WPC participants. What makes a "successful" session? What creates a challenging, informative and interactive environment? How might we evaluate whether the session advanced the mission of WPC?

Facilitators: Jacqueline Battalora and Eddie Moore, Jr.

Wednesday, April 7: 5:45 – 6:15 pm
6:30 – 7:00 pm

Thursday, April 8: 5:30 – 6:00 pm

Saturday, April 10: 6:00 – 6:30 pm (future potential presenters)

2) Dialogue for Returning WPC Presenters/Facilitators: This discussion is designed for facilitators who have presented at the WPC previously. For facilitators, the WPC can present new and unique challenges. In the spirit of our community agreement that we are all learners in this work, the organizers of the WPC want to create a space for facilitators to share their experiences, challenges and insights with one another. Topics for discussion may include: how is the WPC experience different? Is it challenging to have advanced learners in the workshop audience? Do you feel WPC participants have higher expectations generally than at other conferences you've presented? How do you stay centered as a lead learner rather than an expert? How do you constructively address challenges in the workshop setting so that they lead to learning experiences for all of the participants? Please join us as we explore these topics and others and an opportunity to learn from the wonderful talent and experiences of our fellow workshop facilitators.

Facilitators: Beth Yohe and Brenda J. Allen

Wednesday, April 7: 4:00 - 5:30 pm

Friday, April 9: 4:00 - 5:30 pm

Wednesday, April 7

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 South Hall Lower Lobby at 12:15 – 1:00 pm.

I) *Beyond the Binaries*

Jessica Pettitt and Jamie Washington

II) *Christian Hegemony and the Complex Racial Positionality of Jews*

Warren J. Blumenfeld and Paul Kivel

III) *Examining Privilege Through the Lens of Cultural Competency/Humility*

Laurie Lippin and Stephanie Puentes

IV) *I'm Not Waiting! Transformative Practices for Social Justice in Education*

Johanna Eager and Ilsa Govan

V) *It Takes More than a Caucus: Advancing the "White Privilege" Dialogue and Authenticating Anti-Racism Action in Schools*

Paul C. Gorski and Heather Hackman

VI) *Navigating Triggering Events: Critical Competencies for Facilitating Difficult Dialogues*

Kathy Obear

VIII) *Teacher Institute on Privilege, Power and Difference*

Robert Amico and Gaston Dembele

IX) *The Role of Listening and Emotional Healing in Ending Racism*

Martha Barry and LG Shanklin-Flowers

X) *What's In It For Us?: An Institute for People of Color*

Pamela Smith Chambers, Robin Parker and Jorge Zeballos

XI) *Whiteness 101*

Robin DiAngelo and Darlene Flynn

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

European American Collaborative Challenging Whiteness

XIII) *Youth Institute*

Jesse Villalobos, Lauren Kucera and Lex

◆ **7:30 – 9:30 pm: Film Screenings**

I) *Unnatural Causes: In Sickness and in Wealth and When the Bough Breaks*

Unnatural Causes crisscrosses the country investigating findings that are shaking up our conventional understanding of health. The social, economic and physical environments in which we are born, live and work profoundly affect our longevity and health- as much as smoking, diet and exercise. This ground-breaking documentary series sheds light on mounting evidence of how inequities in the rest of our lives – the jobs we do, the wealth we enjoy, the neighborhoods we live in- can get under our skin and disrupt our biology as surely as germs and viruses. Solutions lie not in more pills but in more equitable social policies. Unnatural Causes is made up of several stand alone segments. Two segments will be shown each night.

Wednesday night segments:

In Sickness and In Wealth (56 minutes): What connections exist between healthy bodies, healthy bank accounts and skin color?

When the Bough Breaks (29 minutes): How racism gets embedded in the body and affects birth outcomes

Facilitators: Victor Lee Lewis and Anthony Shoecraft

II) Tulia, Texas

Through its scrupulous investigation of a landmark case, Tulia, Texas uncovers the deep-rooted assumptions about race and crime that still permeate our society and undermine our justice system. The film convincingly shows how the 'war on drugs' has become a war on due process, waged against African Americans. Today America has the largest prison population in the world; in some states as much as 15 percent of the black male population is incarcerated. Tulia, Texas shows one reason why.

Facilitators: Anna Von Essen and Stephanie Jones

III) Door Prize and Straightlaced (Youth Track- youth encouraged to attend)

Straightlaced, the latest film in GroundSpark's Respect For All Project, takes a powerful and intimate look at how popular pressures around gender and sexuality are shaping the lives of American teens. The film proudly showcases the diverse and unscripted voices of more than 50 youth from a wide range of high schools, who speak with breathtaking honesty, insight, and humor about gender roles and the struggle to be who they really are.

Door Prize is the story of a two-spirit, butch-boi lesbian for whom public restrooms are always an adventure. A restaurant. A necktie. A line at the Ladies Room. Peeing should never be so problematic. The film stars veteran character actress Beth Grant ('Sordid Lives,' 'No Country for Old Men,' 'Little Miss Sunshine').

Facilitator: Amy Scharf

IV) Vincent Who?

In 1982, Vincent Chin was murdered in Detroit by two white autoworkers at the height of anti-Japanese sentiments. For the first time, Asian Americans around the country galvanized to form a real community and movement. This documentary, inspired by a series of town halls organized by Asian Pacific Americans for Progress on the 25th anniversary of the case, features interviews with the key players at the time, as well as a whole new generation of activists. "Vincent Who?" asks how far Asian Americans have come since then and how far we have yet to go. Featured interviews include: Helen Zia (lead activist during the Chin trial), Renee Tajima Pena (director, "Who Killed Vincent Chin?"), Stewart Kwok (Executive Director, Asian Pacific American Legal Center), Lisa Ling (journalist), Sumi Pendakur (Univ. of Southern California), Dale Minami (civic rights attorney), Doua Thor (Executive Director, Southeast Asian Resource Action Center), and a group of five diverse young APA activists whose lives were impacted by Vincent Chin.

Facilitators: Mai Vang and Faith Evans

V) What Makes Me White? and Mirrors of Privilege: Making Whiteness Visible

What Makes Me White? is a new short film about the role of race in the daily lives of white people, is designed as a gentle tool for the classroom, boardroom, and church basement. The film avoids blame, guilt, or "political correctness;" instead, it inspires white people to honest reflection about the invisible influence of whiteness on their personalities and their life choices. Starting with her own story of a childhood in the suburbs, Emmy Award-winning filmmaker Aimée Sands gradually weaves in the stories of other white people. People of color frame these stories with eye-opening observations, some of them funny, some of them sharp-edged. Together, these narratives create a portrait of whiteness as a learned social identity, one that is vividly experienced by people of color, but largely unnoticed by whites.

Mirrors of Privilege: Making Whiteness Visible, a film by Shakti Butler, 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: Shakti Butler, Robert Amico and Peggy McIntosh

Thursday, April 8

◆ 8:30 – 10:30 am: Welcome, Announcements, and Keynote Address I (South Hall A)

Spero Manson: “Redressing Health Inequities in Native America: The Role of Indian Self-Determination”

The health inequities that plague American Indians and Alaska Natives are deeply rooted in a wide range of social, political, and economic circumstances. Historically, these forces disrupted the cultural context which shaped their health and welfare. Specifically, modernization led to large scale change that undermined individual responsibility for well-being, depersonalized health care, and increased dependence upon external agents for the structure and financing of services. Dr. Manson briefly charts the parallels between colonization of Native communities and their increasingly adverse health status. He then turns to the Indian Self-Determination Act of 1975 (P.L. 93-638) which marked a radical change in federal policies toward American Indians and Alaska Natives, and a significant turning point in local strategies for addressing the health needs of community members. The ensuing decades saw a gradual shift from federal to tribal governance of medical care, and corresponding emphasis on prevention, early intervention, and integrated treatment. Dr. Manson highlights several recent examples in which tribal organizations have capitalized on these new opportunities to mount innovative interventions that have substantially improved the health status and functioning of Native participants. He then concludes by exploring the broader implications of self-determination for altering the Indian health care system and the tensions that remain as these communities struggle to strike a balance between sovereignty and federal treaty obligations.

Manson (Pembina Chippewa) is Distinguished Professor of Public Health and Psychiatry and directs the Centers for American Indian and Alaska Native Health at the University of Colorado Denver’s Anschutz Medical Center. His programs include 8 national centers, totaling \$63 million in sponsored research, program development, training, and collaboration with 110 Native communities, spanning rural, reservation, urban, and village settings across the country. Dr. Manson has published 160 articles on the assessment, epidemiology, treatment, and prevention of physical, alcohol, drug, as well as mental health problems over the developmental life span of Native people. His numerous awards include the APHA’s prestigious Rema Lapouse Mental Health Epidemiology Award (1998), election to the Institute of Medicine (2002); 2 Distinguished Mentor Awards from the GSA (2006; 2007), the AAMC Nickens Award (2006); the George Foster Award for Excellence from the Society for Medical Anthropology (2006); and NIH Health Disparities Award for Excellence (2008).

◆ 10:45 am – 12:15 pm: Concurrent Workshops

Over 100 workshops are being offered this year at WPC11. Workshop descriptions begin on page 22. Please refer to enclosed room matrix for specific workshop times and locations.

◆ 12:15 – 1:00: Lunch (pick up your box lunch in South Hall Lower Lobby and North Hall Lower Lobby)

◆ 1:00 – 2:30 pm: Concurrent Workshops

◆ 2:45 – 4:00 pm: Keynote Address II (South Hall A)

Shakti Butler: “Growing our Souls: Transformative Love and Radical Healing as Political Acts for Justice”

We do have the potential to transform our world. In order to develop a blueprint that can guide our work as racial justice activists in the 21st century, we must do more than develop skills and strategies that can foment and support change. In addition to being able to understand and analyze the system of racial oppression - and any other form of oppression for that matter - we have to grow our souls. What does that mean? Why would it be important? And how do we do that? What examples can we find that demonstrate how unconditional love is an implicit component of justice? How is healing a radical political act? What would it mean to infuse love and healing as elements of a sacred activism? How will the monumental task of developing equality consciousness break down political distance and hierarchy? We must come to recognize the importance of including unconditional love and healing as pathways for confronting entrenched powers that are often recalcitrant to change.

Butler is a multiracial African-American woman - (African, Arawak Indian, and Russian-Jewish). Her work as a creative and visionary bridge builder has challenged and inspired learning for over twenty-one years. Dr. Butler is also the producer and director

of the groundbreaking documentaries, *The Way Home* and *Light in the Shadows* and *Mirrors of Privilege: Making Whiteness Visible*, which is World Trust's latest release.

◆ **5:30 – 7:00 pm: Dinner on your own**

◆ **7:00 – 8:30 pm: Meet the Speakers Mixer & Book Signing at The Cognac Club**

Join us for this FREE event at The Cognac Club, located at 121 South 3rd Street in La Crosse. The Cognac Club is owned and managed by Earnest Gillespie, Jr. and Earnest will graciously sponsor this special event. The Cognac Club is a short 1 ½ block walk from the La Crosse Center. Desserts will be served. You are encouraged to purchase books from the bookstore at the La Crosse Center and bring them with you to this event, but books will also be available for purchase at The Cognac Club.

◆ **9:00 – 10:30 pm: Film Screenings**

I) Unnatural Causes: Place Matters and Bad Sugar

See Wednesday Night Film Screenings for full description of Unnatural Causes. This film is made up of several segments. Two segments will be shown each night.

Thursday Night:

Bad Sugar (29 minutes): Diabetes in two Native American communities

Place Matters (29 minutes): Where you live predicts your health

Facilitators: Stephanie Jones and Dr. Bee Lo

II) 'Bama Girl

'Bama Girl follows a young black woman's quest to become the Homecoming Queen at the University of Alabama, one of the great Deep South institutions. Homecoming has a rich history there, tied into centuries of privilege, tradition, and racial exclusivity. We follow Jessica Thomas' as she campaigns for Queen, running against not only 15 other co-eds, but a strictly segregated Greek system, internal black politics, and, most ominously, a secret all-white association called 'The Machine' that has been controlling politics at the University for most of the past century. This is a film about the light and the dark sides of heritage — and an unexpected microcosm of electoral politics that reflects much of what is happening across our country today.

Facilitators: Stephany Spaulding and Shakti Butler

III) Shades of Youth (Youth Track- Youth encouraged to attend)

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.

Facilitators: Lauren Parker Kucera, Jess Villalobos and YLC Youth

IV) New Muslim Cool

When the FBI raids his mosque, Puerto Rican American Muslim hip-hop star Hamza Pérez confronts the post-9/11 world, and challenges himself. He starts reaching for a deeper understanding of his faith and discovers new connections with Jews, Christians, and others from all across the American spectrum. NEW MUSLIM COOL takes viewers on Hamza's ride through the streets, projects and jail cells of urban America, following his spiritual journey to some surprising places —where we can all see ourselves reflected.

Facilitators: Amer Ahmed and Laurie Lippin

V) Saints Rising

Saints Rising is a documentary presenting the voices of New Orleans years after Hurricane Katrina and the breach of the levees. From children to volunteers, they discuss the troubles that were left behind after the waters receded: the violent and militarized response, the housing crisis, homeless situation, difficulties in obtaining financial assistance/relief funds, how the youth have been mentally affected, and the grassroots movement to rebuild the city and their lives.

Facilitators: Andrea Herrera and Dr. Cyrus Ellis

Friday, April 9

◆ 8:30 – 10:30 am: Welcome, Announcements, and Keynote Address I (South Hall A)

Joy DeGruy: “Beyond Surviving Historical Trauma: Creating a Blue Print for Healing”

This presentation on the P.T.S.S. (Post Traumatic Slave Syndrome) Study Guide is designed to help individuals, groups, and organizations better understand the functional and dysfunctional attitudes and behaviors that have been transmitted to us through multiple generations; behaviors that we are now transmitting to others in our environments of home, school, and work and within the larger society. The presentation encourages and broadens the discussion and implications about the specific issues that were raised in the P.T.S.S. book while providing practical tools to help heal and transform unhealthy attitudes and behaviors into positive ones.

DeGruy is a nationally and internationally renowned researcher, educator, author and presenter. Dr. Joy is the acclaimed author of Post Traumatic Slave Syndrome (PTSS) America's Legacy of Enduring Injury and Healing, and the newly released, Post Traumatic Slave Syndrome: The Study Guide.

◆ 10:30 am – 12:00 pm: Community Caucuses/Support Groups

◆ 11:30 am – 12:00 pm: **Lunch** (pick up your box lunch in the South Hall Lower Lobby and North Hall Lower Lobby)

◆ 12:00 – 1:30 pm: Concurrent Workshops

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

◆ 3:30 – 5:00 pm: Concurrent Workshops

◆ 5:30 – 7:15 pm: **Shabbat Dinner (South Hall Ballroom)** Advance Registration Required

◆ 7:30-8:45 pm: **Keynote Address IV (South Hall A)**

Ariel Luckey: “Free Land: A Hip Hop Theater Experience”

Free Land is a dynamic hip hop theater solo show written and performed by Ariel Luckey, directed by Margo Hall, and scored by Ryan Luckey. The show follows a young white man's search for his roots as it takes him from the streets of Oakland to the prairies of Wyoming on an unforgettable journey into the heart of American history. During an interview with his grandfather he learns that their beloved family ranch was actually a Homestead, a free land grant from the government. Haunted by the past, he's compelled to dig deeper into the history of the land, only to come face to face with the legacy of theft and genocide in the Wild Wild West. Caught between the romantic cowboy tales of his childhood and the devastating reality of what he learns, he grapples with the contradictions in his own life and the possibility for justice and reconciliation. Free Land weaves spoken word poetry, acting, dance and hip hop music into a compelling performance that challenges us to take an unflinching look at the truth buried in the land beneath our feet.

Born and raised in Oakland, California, Ariel is a hip hop theater artist whose community and performance work dances in the crossroads of education, art, and activism. Drawing on years of direct experience in social and environmental movements, Ariel offers provocative stories of heart breaking injustice and inspiring examples of resistance. Named a Visionary by the Utne Reader, 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 recently released his first book, a collection of poetry and lyrics entitled Searching for White Folk Soul and will publish an arts-based Curriculum Guide for Free Land in 2010.

◆ 9:00 – 10:30 pm: Film Screenings

I) Unnatural Causes: Becoming and American and Not Just a Paycheck

See Wednesday Night Film Screenings for full description of Unnatural Causes. This film is made up of several segments. Two segments will be shown each night.

Friday Night:

Becoming American (29 minutes): Latino immigrants arrive healthy but don't stay that way

Not Just a Paycheck (30 minutes): Unemployment takes a toll in Michigan but not Sweden

Facilitators: Rhea Almeida and Dr. Cyrus Ellis

II) Prep School Negro

Based on his years at Germantown Friends School (Pennsylvania), filmmaker André Robert Lee went back into his own life and experiences and turned what he found into an incredible film about losing one's way. The Prep School Negro provides an opportunity for students and faculty/staff of color and their white peers to explore and discuss the idea of being "the other," isolation, and alienation, which are often at the forefront of issues for all of our students and faculty/staff at independent schools. Students of color are particularly challenged by what W.E.B. Du Bois called, "the double consciousness" of being — they must exist in two worlds at once.

Facilitator: André Robert Lee

III) People v. Leo Frank (Youth Track- Youth encouraged to attend)

The People v. Leo Frank, a 2009 film by Ben Loeterman Productions, vividly brings to life one of the most fascinating criminal cases in American history: the 1913 murder of a child laborer, Mary Phagan, and the trial and lynching of the Jewish factory supervisor accused of her murder, Leo Frank. Set against the backdrop of an American South struggling to shed its legacy of bigotry and xenophobia, The People v. Leo Frank is both a first-rate murder mystery and a compelling look at racial, religious, regional and class prejudices in the early years of the 20th century

Facilitators: Hsiao-Wen Lo and Mai Vang

IV) Last Chance for Eden

Last Chance for Eden, directed by Lee Mun Wah, is about nine women and men who spend two weekends together talking about racism. On camera for 24 hours, they struggle to find a way to understand each other's differences. In the second half, they ask each other questions they have always wanted answered. Their responses and reactions are compelling and revealing, but also intimate and honest. This film preview, led by Lee Mun Wah, prepares the audience for the emotional nature and intensity of personal experiences that the film provokes. This powerful program is designed to foster a deeper understanding and appreciation of our differences. Through the use of personal stories and psychological exercise, participants learn about each other and gain insight into their own cultural histories and those of their communities or co-workers. Participants will learn how to compassionately listen and respond, a greater awareness of physical differences and stereotypes, how to communicate across cultures, techniques to deal with and mediate culture conflicts, ways to build alliances across cultures and numerous ways to create a sense of community when confronted by a diverse population.

Facilitator: Lee Mun Wah

V) Race, Racism & Religion: An Orientation

Racism - the word carries with it emotional toxins— fear, resentment, ignorance. Its venom spreads insidiously across culture and border. It can incubate in homes and offices, as inconspicuously as in places of worship. But the simple anecdote may be conversation - open, honest dialogue about the words and the concepts that harm both the oppressed, and the oppressor. That is the reason the General Commission on Religion and Race of the United Methodist Church produced the video, Race, Racism & Religion: An Orientation. This 33-minute, three part video, can help create a Community in Conversation that transforms the sharing of our individual life experiences, our "teachable moments," into truly "reachable moments" where there is mutual sharing of common/connecting experiences. The voices from Race, Racism & Religion: An Orientation are multi-generational and multi-ethnic, and though produced for the United Methodist Church, its message is for all faiths.

Facilitators: Barbara Isaacs and Deborah Thompson

Saturday, April 10

◆ 8:30 – 10:15 am: Welcome and Keynote Address V (South Hall A)

Vernellia Randall: “Dying While Black: Why Liberal Colorblind Policies Won’t Eliminate Racial Health Disparities”

90,000 preventable Black deaths occur every year. These deaths are directly traceable to slavery, apartheid and racism. Liberal colorblind policies, designed to help all Americans without focusing on the specific needs of communities of color, won’t eliminate racial inequalities in the social determinants of health, particularly the chronic stress of living in a racialized society. Only a sustained, universal, comprehensive, targeted approach will eliminate racial health disparities.

Randall writes extensively on and speaks internationally about race, women, and health care. For over 40 years her nursing, public health and legal practice has focused on eliminating racial disparities in health care. She maintains several websites including <http://academic.udayton.edu/health/> and is the author of *Dying While Black*.

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

I) White Supremacy & People of Color: Exploring Identity Formation, Racialized Behavior, and Disrupting the Status Quo

Robette Dias, PaKou Her, Michael Russell and Jessica Vasquez Torres

II) Let’s Get Real About Racism

Lee Mun Wah

III) Healing the Heart Of Justice: Outsmarting Stress, Transforming Trauma, Liberating Ourselves from Oppressive and Limiting Beliefs

Victor Lee Lewis

◆ 10:30 am – 12:00 Noon: Concurrent Workshops

◆ 12:00 – 12:45 pm: **Lunch** (pick up your box lunch in the South Hall Lower Lobby and North Hall Lower Lobby)

◆ 12:45 pm – 2:15 pm: **Concurrent Workshops**

◆ 2:30 – 4:00 pm: **Concurrent Workshops**

◆ 4:15 – 5:45 pm: **Closing Ceremony and Celebration of Youth (South Hall A)**

This year’s closing ceremony celebration will feature youth from around the country in multidisciplinary performance inspired from the two-day intensive Youth Leadership Conference of the WPC. The youth will share a voice and spirit of a generation by means of dance, theatre, music, spoken word and quite possibly ... artistic expressions undefinable! This production is always an essential component of engaging in a cross-age exchange through the creative experience. Come prepared to be involved and expect the unexpected!

3rd Annual WPC Youth Leadership Conference

Co-Directors: Tarah Fleming, Rosa Gonzalez and Wade Colwell-Sandoval

Building upon the feedback of the past two years from youth participants and adult facilitators, YLC 2010 will launch an innovative program to explore the issues of white privilege, white supremacy and oppression. Based in best-practices for youth engagement, this creative format will feature participant-centered interactive dialogue techniques which include theater of the oppressed, sacred talking circles, open space caucuses, and affinity groups. The ideas and understandings generated from these critical conversations will be explored further through offering a range of performing arts-based opportunities for participants to share their expressions with the adult conference.

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

Thursday, April 8 -YLC Agenda

◆ **8:30 – 10:30 am: Welcome, Announcements, and Keynote Address I (South Hall A)**

◆ **10:45 am – 12:15 pm: Warm-up Games (Zielke Suite)**

Through interactive games for community building and dialogue, a tone of trust and authentic communication will be built. Participants and facilitators will have a chance to meet each other and share a bit about themselves and where they are coming from. Students will also have a chance to reflect on what knowledge they are bringing to the table and identify some things they need to explore. Finally, all participants will identify some key reasons why it is essential that we delve into issues of white supremacy, privilege and oppression and how they play out within our life experiences.

◆ **12:15 pm: Lunch** (pick up your box lunch in the North Hall Lower Lobby)

◆ **12:15 – 2:30 pm: Terminology & Concepts**

1-2 facilitators will facilitate a 20-minute dialogue with a group of 30 students about one of the key terms and then rotate to a new group of 30 students until all students have explored each key term. The goal of this session is to ensure that all participants have a basic working knowledge of the following terms: white supremacy, white privilege, power, oppression, being an ally.

◆ **2:45 – 4:00 pm: Keynote Address II (South Hall A)**

◆ **4:00 -5:15 pm: Open Space**

In this participant-centered space, young people will have the opportunity to reflect on the ideas and issues that have come up for them so far in the conference based on the first two whole group sessions as well as the first two key notes speakers. Participant leaders will have the opportunity to call out a topic that has come up that they want to delve more deeply into. Once there are about ten topics, with participant leader facilitators, the rest of the participants will migrate to the discussion they are most drawn to until there are about 15 participants in each group.

◆ **5:15 – 6:00 pm: Arts-based Breakout Sessions**

-ACT, INFORM, INSPIRE (Rosa González & Wade Colwell-Sandoval)

The performance arts are powerful tools for social change. In this interactive workshop, participants explore personal issues of white supremacy, privilege and oppression as well as strategies for addressing those issues in our communities through dynamic theater-based exercises inspired by a set of techniques called Theater of the Oppressed. Participants are asked to come prepared to move their body, speak their truth, and act from the heart.

-Dance for Social Change (Lizette Ortega Dolan)

When used intentionally, dance is a powerful tool for challenging the status quo, connecting people, awakening personal change, and un-doing hate and violence. Dance is literally the movement of social movements, the embodiment of change and transformation. In this workshop we will use different forms of movement and dance to ask questions like:

- How have you see dance used to resist colonialism, imperialism, and cultural obliteration?
- What examples do you know of when dance has been a vehicle for challenging white supremacy, white privilege and other forms of oppression?
- What oppression do you want to confront? How can dance help you do that?

-What's Going On: Music, Awareness, and Action (Willie Adams)

Music is one of the most powerful forms of expression, but can it be used to combat white supremacy, white privilege, and oppression? "What's Going On" is a workshop that will explore the ways in which art can be used to expose, challenge, and remedy racial and social injustice. Using the musical mode of hip hop participants will be given the opportunity to discuss, interpret, create, and perform music designed to bring awareness and action against racism in the modern world.

-Creative Resistance: Spoken Word as Action (Benjie Howard and Maketa Wilborn)

Our voices are one of our oldest and most powerful tools as agents for change. We use our voices to inspire, collaborate, resist the forces of dominance and oppression, explore how white privilege affects us all and move toward justice. This is an interactive session where we will build a collaborative spoken word poem, a collective of our many voices, as an act of Creative Resistance against white supremacy.

◆ **6:00 – 7:00 pm: Dinner**

◆ **7:00 – 8:30 pm: Meet the Speakers**

◆ **8:00 – 10:00 pm: Shades of Youth Film Screening and Caucus**

Please refer to enclosed room matrix for location. The film description is available on page 14.

Friday, April 9 - YLC Agenda

◆ **8:30 – 10:30 am: Welcome, Announcements and Keynote Address III (South Hall A)**

◆ **10:45 – 11:45 am: Group Activity**

In small groups (within the whole group), using an exercise called "Fishbowl Circle Sculpt), participants will have the opportunity to sculpt some aspects of their experience from the day before or the keynote speaker, ideas they are struggling with, big questions they have, conversations they hope to have, and/or slices of their

experience working through issues of white supremacy, privilege and oppression. They will then have an opportunity to delve deeper into these issues during the affinity groups session.

◆ **11:45 am – 12:30 pm: Affinity Groups**

Participants and facilitators will break-out into affinity groups (white people, people of color, and people of mixed identity) to share ‘real talk’ about issues of white supremacy, white privilege, oppression, and what it means to be an ally. There are some aspects of the process of working through these issues that are better worked through in affinity groups. This time gives white participants, for example, an opportunity to work through issues of ‘guilt’ without participants of color having to work through that with them. It gives participants of color a chance to share things they might not be ready to say in front of white peers, etc.

◆ **12:30 – 1:15 pm: Lunch**

◆ **1:30 – 2:30 pm: Affinity Group Share-out**

Representatives from each affinity group will communicate some useful ideas, lessons, or pieces of their experience that help to build alliances across affinities.

◆ **2:30 – 4:30 pm: Continued Arts-based Breakout Sessions (same group as Thursday)**

-ACT, INFORM, INSPIRE (Rosa González & Wade Colwell-Sandoval)

-Dance for Social Change (Lizette Ortega Dolan)

-What’s Going On: Music, Awareness, and Action (Willie Adams)

-Creative Resistance: Spoken Word as Action (Benjie Howard and Maketa Wilborn)

◆ **5:30 - 7:15 pm: Shabbat Dinner (South Hall Ballroom)**

Advanced registration required.

◆ **7:30 - 8:45 pm: Keynote Address IV (South Hall A)**

◆ **9:00 -10:30 pm: Youth Performance Rehearsal & Youth Caucus**

◆ **9:00-10:30 pm: Film Screenings**

Youth may also participate in the Film Screenings; descriptions are available on page 16.

Saturday, April 10

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.

WPC11 WORKSHOPS

This year, WPC will offer over 100 workshops facilitated by over 100 presenters. The workshops are listed in alphabetical order. Refer to the enclosed room matrix to find the day and time for the workshop number you are interested in attending.

In an effort to promote sustainability, presenter biographies were/are available online at the WPC website. Copies for viewing are available at the registration desk.

1) A World of Difference - Intermediate

Building a school environment where differences are welcomed, valued, and appreciated.

"I am a geek. I have been beaten, spit on, pushed, and jeered at. Food is sometimes thrown at and on me while teachers pretend not to see, people trip me. Jocks knock me down in the hallway. They steal my notes, call me a geek and a fag and a freak, tear up my books and have ripped my shirts. Mostly, the other kids laugh, or walk away and pretend not to see it." A Voice of Alienation.

Bullying and harassment is the most common form of violence in our society. Every day in every school there are students who are exposed to peer abuse and suffer the traumatic effects of bullying. We see physical violence and harassment occurring regularly in schools, places of employment and even on our highways. Finally, the language people use on talk shows or in e-mails, blogs, and even tweets often is designed to intimidate, ridicule and even destroy those with whom the speaker or writer disagree. Bullying is not a random act; it is characterized by its repetitive nature. Because it is repetitive, the students who are bullied not only have to survive the humiliation of the attack itself but live in constant fear of its re-occurrence.

Facilitator: Jim Jelinske

2) AHA: Acknowledge, Heal, Act for Peace and Liberation - Beginner

A space for people who experience white privilege to engage in dialogue and discussion about the very real and raw process of identifying and acknowledging the pain that racism has had on your life and your loved ones lives, and finding healthy ways of healing that trauma so you can move forward with deliberate action to fight for racial equality and justice.

Facilitator: JLove Calderon

3) 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, creative writing, image making, music, 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?

Facilitators: European American Collaborative Challenging Whiteness, Sonya Shah and Taj Johns

4) A Matter of Life and Death: Liberating Ourselves and Our Students from the Educational System - Intermediate

We are constantly hearing about the gap in learning between white students and students of color in this country. What if we defined *learning* differently? What if we measured the ability to be resilient, to survive with dignity, to create art that moved people or to work in a community as important measures of learning? This is not to discount learning to read, write and do math. It is to balance the equation, the evaluation. The presentation will present ideas to trigger discussion around definitions of success, education and social justice.

Facilitator: Julie Landsman

5) A White Man on the Rez: College Counseling in "A Culture of Fear": Understanding the Impact of White Privilege On Our Work - Intermediate

This presentation will provide a framework for exploring our current campus climate in the context of the culture at large, "a culture of fear". It will examine how as part of this culture of fear, students are effected by often subtle privilege and discrimination, and how we as college counselors can be most supportive in empowering our students to heal and grow in the midst of these challenging opportunities.

Facilitator: Roberto Schiraldi

6) “Achievement” Gap or “Opportunity” Gap?: Countering Deficit Ideology in Education - Intermediate

One of the oppressive, and often dangerously implicit, cornerstones of today's education reform discourse, is deficit ideology, the function of which is to socialize educators and others into complicity with the existing social and educational order. This ideology encourages the shifting of attention away from systemic conditions and the simultaneous blaming of disenfranchised communities for “achievement gaps” and other symptoms of injustice. In this interactive workshop we will discuss the prevalence of deficit ideology in schools, focusing on race, language, and class, and how it has led well-intentioned “diversity” advocates to invest energy and resources into programs and practices that further embed, rather than eliminate, existing inequities.

Facilitator: Paul C. Gorski

7) Addressing Microaggressions – A Focus on the Little Things - Beginner

Microaggressions in universities against students and between students, representing a diversity of groups, continue to be a challenge. Students report that they are often subjected to insults and invalidations by faculty and other students based on race, ethnicity, religion, nationality, sexual orientation, gender expression, gender identity, disability, and other diverse dimensions. It is clear from the literature that microaggressions are often perpetuated, not by spiteful and bigoted people, but instead are undertaken at the unconscious level by well meaning and caring individuals. This workshop includes simulation and discussion of issues and actions and is designed by students for faculty and students to examine microaggressions in the classroom, across university campuses, and how they play out in society as a whole.

Facilitators: Joel Portman and Javier Ogaz

8) Are Your Classroom 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 related to their work in the classroom. The facilitator has built this workshop around the articles: “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh, “White Privilege in Schools” by Ruth Anne Olson, “Confronting the Racism of Low Expectations” by Julie Landsman, a “pivotal clip” in the DVD, Freedom Writers, and a quote that states “To treat all children the same is to favor some and penalize others.” 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 by addressing some of the solutions to these injustices that may impede learning. Door prizes will be given!

Facilitator: Beverly Bennett-Roberts

9) Awareness of Privilege and the Therapeutic Alliance: An Assessment of Multicultural Competence in European American Therapists - Beginner

In this workshop, we will explore the nature of various privileges (e.g., racial, gender, and religious), the role of the therapeutic alliance in treatment outcomes, and multicultural competence in psychotherapy and its relationship to clinical competence. Additionally, results from this presenter's recent research will be presented regarding characteristics of European American therapists as predictors of multicultural competence.

Facilitator: Kelly Russo

10) Building an Inclusive Classroom: Strategies from the Knapsack Institute - Beginner

How do we privilege some students at the expense of others? We will discuss as a group the ways in which our curriculum, classroom expectations, and personal behavior can perpetuate classroom inequalities. We will introduce the Matrix Framework, consider the challenges we face, and provide strategies for building inclusive classrooms.

Facilitators: Abby Ferber, Andrea Herrera and Dena Samuels

11) Building Culturally Competent Nonprofit Organizations - Beginner

This highly interactive session starts with the assumption that participants have a range of personal and/or professional experiences, which involve working with issues of race, privilege, and power. Based on the book: Embracing Cultural Competency: A Roadmap for Nonprofit Capacity Builders, participants will have an opportunity to gain new insights into what it takes to be culturally competent and discuss provocative questions in a relaxed environment. The book presents the insights of authors who represent five major ethnic communities in the United States: Asian/Pacific Islander, American Indian, African American, White, and Latino.

Facilitators: Beth Applegate and Alfredo Vergara-Lobo

12) “But I’m Not Racist!”: Racial Microaggressions and Unintentional Racism - All Levels

Racial microaggressions are brief, commonplace verbal, behavioral or environmental indignities that communicate negative slights toward people of color (Sue, et. al.). Very often, these may be enacted by well-intentioned White people who may be unaware they are sending these hidden messages. In this interactive workshop, we will review some of the research on racial microaggressions and other types of unconscious racism. We will discuss how people have experienced them, their impact, and how they may affect our efforts to create inclusive environments.

Facilitators: Diane Goodman, Pamela Smith Chambers and Robin Parker

13) Code Switching - Beginner

The main goal of this workshop is to explore the concept of how cultural differences can enhance or hinder a student’s learning. Students as well as teachers come from different backgrounds and cultures. Because these classroom members share a common language, it is assumed that their language has common meanings. Linguistically, however, meanings are determined by one’s respective culture; so, word meanings vary as students’ and teachers’ cultures vary.

Facilitator: Barbara Rogers

14) Coming to the Table: Taking America Beyond the Legacy of Enslavement - Beginner

Descendants of people who were enslaved and descendants of people who were slave-holders have partnered with the Center for Justice and Peacebuilding at Eastern Mennonite University to address the historic legacies of slavery in a program called Coming to the Table (CTTT). They believe that until the history of slavery and its legacies - current manifestations that are both psychological and structural- are addressed, racial healing and justice will continue to evade us. Amy Potter Czajkowski, director of CTTT and Sha Jackson, Program Associate of CTTT will describe the comprehensive approach CTTT is creating which includes facing history; healing wounds; making connections and taking action. Descendents linked by their ancestor’s enslaved/enslaver relationship, Betty Kilby Baldwin and Phoebe Kilby and Holly Fulton, a descendant of the Dewolf slave-trading family, will provide examples of ways they are living out this approach.

Facilitators: Amy Czajkowski, Betty Kilby Baldwin, Phoebe Kilby, Sha Jackson and Holly Fulton

15) 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 European-heritage Jews 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.

Facilitators: Warren J. Blumenfeld and Flaurie S. Imberman

16) Confronting Zionism: Why Zionism is Racism and What Anti-Racist Activists Need to Know - All Levels

Zionism is a political ideology that is racist, colonialist and imperialist at its core. The Zionist narrative re-casts aggression as self-defense and labels any who would challenge Zionist (white) supremacy as anti-Jewish. This workshop will examine the roots of political Zionism, how the movement took state power and how our inability to critique and challenge Zionism compromises our work for social justice. Using hands-on, interactive popular/direct education we will examine the way language is used to privilege some while ignoring others and the way arguments are framed to reinforce this privileging / marginalization.

Facilitator: Celia Kutz

17) Considerations for Effective Anti-Bias Facilitation - Beginner

There are many unique dynamics and situations which 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.

Facilitator: Beth Yohe

18) Cosmic Race, Rainbow People and Other Myths: Race and Racial Identity in the Latino/a Community - All Levels

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.

Facilitator: Jorge Zeballos

19/20) Creating Social Justice in Organizations: Sharing Best Practices and Lessons Learned – Part 1 and Part 2 - Intermediate

This is a 2-part session. Well-intended diversity initiatives often fall short of desired outcomes. While increasing awareness, most don't create significant, sustainable organizational change. How can social justice educators create inclusive organizations through systemic, long-term culture change? Experienced organizational development consultants share best practices and lessons learned from strategic organizational change efforts to create inclusive, multicultural campus communities. Participants will receive a workbook of materials to use as they create systemic, sustainable change.

Facilitators: Kathy Obeare and Vernon Wall

21) Crossing Boundaries: The Culture of Whiteness- Beginner-Intermediate

Is whiteness a culture? How do we know when we're inside it? Participants will explore these questions through experiential learning about the processes of culture learning and cross-cultural communication. We will play a well-known cross cultural simulation game, then discuss its implications on the customs, habits, and values of whiteness.

Facilitator: Tom Snell

22) Cultural Conversations: Teens Talking White Privilege - Beginner-Intermediate

This workshop will include a documentary showing teens of different races and ethnicities sharing their experiences with white privilege. They discuss the following the questions:

- What is white privilege?
- How does white privilege affect your life?
- What do you want other students to know about white privilege?
- Why is acknowledging white privilege important to you?
- What can people do differently once they know about white privilege?

As a classroom tool, it brings voices into the classroom in a way that might not be possible due to the silencing effect of white privilege. It is a great way to begin the conversation about white privilege with a racially diverse group of students.

Facilitators: Tiffany Taylor Smith and Allison Michael

23) Decolonizing the Heart - All Levels

Conversations about race can be frustrating and abstract when we speak only from a political, intellectual or academic perspective- this workshop seeks to heal that divide by re-connecting us to our personal experiences of race and desire for reconciliation. We will consider the work of artists such as Anna Deavere Smith, Eve Ensler and Augusto Boal who challenge social constructs in order to reclaim connection to the emotional and spiritual self. Participants will then have the opportunity to create group performance pieces to share what has come up for them through the workshop.

Facilitator: Chelsea Gregory

24) Developing a Listening-Centered Approach to Privilege - All Levels

In this experiential session participants learn to develop a listening-centered approach to privilege. We will attempt to shift the center of the dialog on inequity, power and privilege towards critical listening. Mainly we will engage a restorative framework called circle process and secondarily we will explore listening-centered teaching practices compiled by the facilitator. Participants will leave with real time tools to implement circle process as well as the dialogs in their health centers, classrooms, community groups, and with peers, and obtain skills for creating an environment in which listening becomes a transformative tool that can safely make visible the effects of operating from privilege, actively address inequity, and repair harm — facilitating accountability and healing with dignity. This session is appropriate for health workers, facilitators/trainers, cultural workers, academic faculty, student leaders and community members.

Facilitators: Sonya Shah, Penny Rosenwasser and Alec MacLeod

25) Diversity Awareness Profile: A Journey on Self-Discovery and Awareness - All Levels

This workshop will take participants on a journey (by having them complete a 40 item assessment) to look at ways in which they may isolate, discriminate, or judge others. It is truly a necessary process if we are going to get to some of the roots of understanding "white privilege."

Facilitator: Beverly Bennett-Roberts

26) Ending Internalized Racism: Listening and Emotional Healing as a Tool - Beginner

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. 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.

Facilitators: LG Shanklin-Flowers and Luis Garcia

27) Ending Racism and all Other Oppressions: Listening and Emotional Healing as a Tool - Beginner

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.

Facilitators: LG Shanklin-Flowers and Martha Barry

28) Engaging and Reframing Resistance - Intermediate-Advanced

There are just days that we want to throw in the towel and give up because we meet so much resistance. It's even harder when those who are suppose to be in your corner don't show up in helpful ways. Let's talk about how we reframe resistance and use it as the energy needed to create culture change.

Facilitator: Jamie Washington

29) Ethics and Leadership: Making Choices for Social Justice - Intermediate-Advanced

This session sits at the productive nexus of two important fields of study: leadership ethics and social justice. We will explore how leadership and choice-making are informed by both our ethical values and our privileged and oppressed social identities. This session will challenge participants to connect their beliefs to their actions in the pursuit of socially just leadership. This will be a lively and active workshop.

Facilitator: Art Munin

30) 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 (PreK-12) regarding white identity, privilege, and anti-racism.

Facilitator: Elizabeth Denevi

31) Fake Indians; Why Are We So Easily Fooled? - Intermediate

Non-Indians successfully fooling the public into believing they are Indian is an old and lucrative practice. Native Americans, while unbeknownst to non-Indians, have always known this behavior. Specific infamous cases will be presented as well as the question of Indian identity and appropriation in general will be explored.

Facilitator: Daniel Green

32) Focus on Student Activism - Eliminating Race-Based "Indian" Mascots/Logos/Team Names from Public School Environments - All Levels

A panel moderated by an Oneida Indian activist and including a classroom teacher and students from Prescott High School presented at a recent hearing for legislative action AB25/SB35 toward eliminating 'Indian' stereotypes from Wisconsin school environments.

Facilitators: Barbara Munson, Jeff Ryan and Students from Prescott High School; Melinda Mutschler, Brenna Ryan and Zach Simones

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

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.

Facilitators: Ariel Luckey, Margo Hall and DJ Sake One

34) From MisEducation to ReEducation and Transformation: Learning to Live and Work for Equity & Social Justice from a Position of Privilege - Beginner-Intermediate

This interactive session will provide participants with a conceptual framework and model for continual re-education and transformation based on the experiences and never ending journey of a white, male, middle class educator over the past 25 years. The practical model to become more aware of one's privilege and unlearn racism includes four interactive, ongoing components. Participants will be encouraged to reflect and share examples of their own experiences with mis-education, re-education, and transformation based on the framework.

Facilitator: Paul Spies

35) From Redline to Flatline: United States Health Care Crisis - Advanced

This interactive workshop examines the current state of the U.S. Health Care crisis within a historical context of racism, colonialism, patriarchy and homophobia: interesectionality of power, privilege and oppression. Participants will learn community based liberatory healing models that invites collaboration and builds community around well-being for all. Essential to this initiative is inviting cross-interesectionality dialogues that address privilege/oppression at multiple intersections and situating systems of accountability across disciplines and institutions.

Facilitators: Rhea Almeida, Caroline Hann, Nocona Pewewardy and Jose Cruz

36) Good Hair, Bad Hair: Women of Color Striving for the European Ideal - Beginner

Using Chris Rock's documentary "Good Hair", participants will explore the significance of hair for people of color-women strive to achieve the European ideal, and men use this criterion to confer beauty. Participants will also explore the history of hair oppression in the United States, how we all are complicit in our use of language to perpetuate the internalization of white beauty, and ultimately heighten awareness to break the cycle of oppression.

Facilitator: Derrick Gay

37) Grown-Ups Making the Space for Youth Voice on White Privilege – All Levels

This interactive workshop seeks to engage adults who would like to be more effective allies for young people as they make their way in working for racial justice and against white supremacy. Many diversity, equity and antiracism projects and programs are now in place in schools, communities and neighborhoods across the U.S. How can we as adults, in roles such as teachers, service providers, mentors, parents/family members or community join more effectively in these initiatives? How might we bring more critical voice to such programs, be stronger allies to those targeted by racist policies and practices, share our power to organize other adult allies and 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 White Privilege Conference, 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 –working against racism and white supremacy
- 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
- Better 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

Facilitators: Lauren Parker Kucera and Jesse Villalobos

38) Healing Spirit Injuries through the Law - Beginner

This workshop will focus on one aspect of critical race theory –spirit injury, i.e., the psychological or emotional damage caused by white privilege. We will focus on how law can be used as a tool to heal personal and group wide spirit injuries, ranging from law suits to truth commissions.

Facilitator: Adrien Wing

39) Health Literacy: You Can't Tell by Looking - Beginner

Health literacy is a burgeoning trend and a major source of economic inefficiency in the U.S. healthcare system. Literacy skills are the single strongest predictor of a person's health status. Unfortunately, up to 80% of patients forget what their doctor tells them as soon as they leave the office and nearly 50% of what they do remember is recalled incorrectly. Learn the value of plain language in improving patient comprehension and other techniques that can be employed to enhance written and verbal healthcare communication for all.

Facilitator: Melinda Orebaugh

40) How Can We Disrupt What We Don't See? Understanding the Reproduction of Whiteness - Intermediate-Advanced

In this workshop, we will explore how whiteness operates in our daily lives. We will focus especially on how we sustain whiteness in every day habits, actions, and practices. The aim is to use this knowledge of whiteness to more effectively disrupt its blind reproduction.

Facilitator: David Owen

41) "How Can You Say That? I'm Only Trying to Help!": Exploring the Value of Critical Feedback - Beginner-Intermediate

How can doing "good" be toxic for an organization or institution? What can happen when we concentrate on our intent, but ignore messages about our impact? This session will use a scene study to explore common dynamics that arise when well-intentioned white people offer service to community organizations without sufficient openness to constructive, critical feedback. Through small and large group dialogue, we will identify essential qualities and skills required for white people to avoid acting from a "savior" or "superiority" complex. We will also explore the role defensiveness plays in limiting our capacity to integrate important feedback and improve our work for the organization or institution. Participants will also receive information and tools they can use to implement this learning within their home communities.

Facilitator: Shelly Tochluk

42) How Do You Do It?: Teaching to Reach Diverse Learners - Beginner-Intermediate

Through interactive activities and "best practice" research, this workshop offers participants some perspectives and approaches to helping students (K-12) from diverse backgrounds to reach and obtain their academic goals. By focusing on our own diverse backgrounds, as educators, we're able to create stronger bridges for our students to cross and experience success; therefore some of our "work" will involve understanding ourselves as individual cultural beings so we can better understand our students.

Facilitator: Valerie Nyberg

43) "How I Found Out I Was _____" - Beginner

This interactive workshop is designed to bring participants in touch with the power of personal recognition of difference in their own lives and their connection to the collective struggle for change. The session will begin with a live performance of Vanessa Roberts' piece, "How I Found Out I Was Black", followed by a series of exercises and activities culminating in the beginnings of an individual performance piece designed by each participant. This workshop is recommended for those seeking to find the personal connection to this work in an exciting and reinvigorating manner.

Facilitator: Vanessa Roberts

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.

Facilitator: Steven Jones

45) How To Start A "White People Challenging Racism: Moving From Talk to Action" Workshop in Your Community - Intermediate

In this workshop, you'll experience a "mini-version" of a five session class called White People Challenging Racism: Moving From Talk to Action that's been taught for a decade in the Boston area. We'll give you tips and resources to start this type of workshop in your community and will share our simple, do-able format, our core understandings, and the activities we've used. We'll help you help others look at the dynamics of white privilege, personal prejudice and institutionalized racism squarely in the eye; coach them in the art of speaking up; and create a plan to take some kind of anti-racist action in an area of their lives. We will support you via email or yahoo groups.

Facilitators: Barbara Beckwith and Debby Irving

46) I'm a Better Anti-Racist Than You: White Women, Ego, and Humility - Intermediate-Advanced

This session is specifically designed for white women who have facilitated workshops on racism and white privilege. We will talk together about questions such as: As a white woman, what is your motivation for working on racism and white privilege? As a white woman, how does the supremacy of whiteness and your systemic collusion in it sit in your body? How do we best support each other rather than one-upping each other? How do we best give and receive constructive criticism/feedback on our work?

Facilitator: Lisa Albrecht

47) "I Work My A Off!": John Henryism and Other Unhealthy and Healthy Coping Mechanisms at the University of Wisconsin - La Crosse - Beginner**

Research has shown that minority students at predominantly white institutions (PWI) have added levels of stress compared to their white counterparts. As attrition rates are higher for these students, effective coping may be the only means keeping these students in PWI's. This presentation will explore a recent study of Black/African-American students at UW-La Crosse, their stressors, their healthy and unhealthy means of coping, and implications for all minority students and campus administrators.

Facilitator: Emmanuel Cannady

48) Identity Politics and Whiteness in Latino/a culture: Deconstructing conditions of race in "Pero somos Latino/as" - Intermediate-Advanced

Racism is often discussed in the historical and contemporary context of British colonialism, but rarely do we consider alternative [their] stories grounded in Eurocentric post colonial imaginations of Whiteness across nations. As such, parallels between Spanish and British colonialism are rarely considered with critical thought to the fluidity of Whiteness across ideological and spatial borders of American White and Latino/a White identity that may obscure differences and similarities hindering attempts at equity along across ethno-racial lines. Giving the ongoing increase of Latino/as in the U.S., how do we define who we are as Latinos across spatial boundaries? Were Latino/as ever absent in the first place? Or, have we being here, but become more apparent overtime? If so, how and why? This session critically examines production and representation of race and identity among Latino/as, and how these inform discourses of racism (in both- the form of supremacy as well as oppression) that continue to manifests in Latino culture and communities today. Throughout the session participants will engage in interactive provocative reflexive dialogues that examine racial ambiguity and ethnic essentialism and examine how white supremacy informs Latino/a culture and creates tensions in the process of cross-racial solidarity. This would serve useful to all, but would highly beneficial to Latino/as interested in gaining a deeper consciousness about how the tem Latino/a veils conditions of White supremacy in our communities.

Facilitator: Mike Benitez

49) Immigration Reform: Changing Policy, Hearts and Minds - All Levels

Learn about efforts that seek to change unjust immigration policies and how YOU can take action and get involved. After years of organizing by immigrants and their allies, there is now an historic opportunity to move immigration reform legislation forward in the uphill battle against myths, fear mongering, scapegoating and racism. This panel will share examples from organizers and rural leaders who are working to change state and federal policy, as well as to change hearts and minds in Wisconsin, where Latino immigrants are an essential part of the vitality and sustainability of communities across the state.

Facilitators: Cindy Breunig, Wilda Nilsestuen and Mario Garcia Sierra

50) In the Name of Freedom: Exploring the Nexus of Internal and External Systemic Racialization – An Approach through Film, Dialogue and Transformative Learning - All Levels

In the Name of Freedom: Exploring the Nexus of Internal and External Systemic Racialization – An Approach through Film, Dialogue and Transformative Learning Purpose: In this presentation, Shakti Butler will preview a few clips from World Trust's current film project: Cracking the Codes: Race and Relationships in the 21st Century. The purpose of this presentation is to explore

a framework that links the importance of the dynamic personal and interpersonal aspects of racialization with the required analysis of its institutional and structural manifestations. Through film and dialogue, we will explore and make meaning together that builds a connection between our current racial divide that includes a more comprehensive analysis and healing towards constructive action.

Facilitator: Shakti Butler

51) Interracial 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*.

Facilitators: Christine Saxman and Andrea Johnson

52) "It Ain't H1N1, But It's Just as Deadly" The Negative Effects of White Privilege for People of Color - Beginner

This exploratory session will exhibit the realities of white privilege and the deep wounds that many people of color have felt due to this ugly reality. The presenters will share historical perspectives and show how the evolution of white privilege has been parented by white supremacy, racism, and institutional racism from the past until the present. The presenters will also take a different look at white privilege and showcase how many people of color have been conditioned to believe that they shouldn't be afforded the privilege that white folks receive, which has given white privilege the power to affect positively (many white folks) and negatively affect all people. This session will be a very interactive session that will challenge participants to examine themselves critically, and to look at the effects white privilege has had on society and community members of color.

Facilitators: Marcellus David, Kenneth Turner and Alexander Hines

53) Just Do It! Skills for Making Your Voice Heard - All Levels

Do you feel like you have something to say, but you aren't sure how to make your voice heard in the public sphere? If so, this workshop is for you. We'll learn how to frame your issue, write effective Letters to the Editor or Op-Ed articles, attract coalition members and lobby your legislators. You'll walk away with a toolkit for taking action and making change

Facilitator: Anna Shabsin

54) Localizing Literary Whiteness: Post-Critical Whiteness Studies in the Contemporary American Novel - Intermediate-Advanced

This presentation critically examines the literary representation of whiteness in six contemporary American novels, including Dorothy Allison's *Cavedweller* (1999), Brock Clarke's *The Ordinary White Boy* (2001), Anthony Giardina's *White Guys* (2006), Jeffrey Lent's *In the Fall* (2000), Kate Manning's *Whitegirl* (2002), and Danzy Senna's *Caucasia* (1998). Katharina's studies inquire which stylistic and literary techniques the authors use to make whiteness visible and how their works contribute to a self-conscious social and cultural discourse on whiteness by way of literary representation.

Facilitator: Katharina Bick

55) Making Your School or Classroom a Force for Dismantling Racism - All Levels

Would you like to be a more proactive anti-racist in the classroom or school where you work or learn or send your children? This session will begin with sharing experiences of successful initiatives. (The presenters have been involved in anti-racism projects in schools for more than 25 years as teacher, counselor, principal, group facilitator and consultant). The majority of this session is designed as a clinic in which participants will make plans for helping their classrooms and/or schools become more proactive in dismantling racism. You will have an opportunity to get answers to your questions, and to exchange suggestions with other participants and with the presenters. We will also invite participants to set up partners or small groups for ongoing mutual long-distance support during the coming year.

Facilitators: Russ Vernon-Jones and Cinzia Pica-Smith

56) Mental Health Disparities: How Is It A Problem and What Can I Do About It? - All Levels

As widely available in hospitals, communities, schools and colleges, mental health services continued to be underutilized by people of color of all ages. In this workshop, participants will learn about a) how mental health services can benefit people of color personally, academically, and professionally; and b) how to reduce the disparities so mental health services are more accessible to people of color.

Facilitator: Hsiao-Wen Lo

57) Middle East Update - Beginner

White privilege occurs on a transnational level as well as on the national level. After elaborating on global white privilege, the workshop will provide examples from the Muslim world. Events in Afghanistan, Iraq, Palestine/Israel and elsewhere will be discussed.

Facilitator: Adrien Wing

58) Motivating People from Privileged Groups to Support Social Justice - All Levels

In this interactive workshop, Diane will present three key factors which motivate people from privileged groups to support social justice. We will discuss the kinds of approaches that address each of these factors. Using this perspective, participants will be able to develop strategies to better engage people from privileged groups in their classrooms, institutions and communities in supporting social justice efforts.

Facilitator: Diane Goodman

59) Moving White People to Action - All Levels

Even white people who have some understanding of privilege and care about dismantling racism are mostly silent and inactive. How can we move them to break the silence and take action? How can we sustain them (and ourselves) when it gets hard? This session will report on a white anti-racist dialogue group in Amherst, MA and provide a model for creating such dialogue/support groups around you. Teachers, parents, students, retirees and wage workers in our group have started interrupting racism, and raising the topic repeatedly with other white people as a result of being in this group. We find that when we have engaged in this way, we need this group to share our successes and frustrations, ask questions, and support each other to keep speaking up. It is too hard to do this alone. Let's help people get connected with each other and take up the challenge to be proactive in dismantling racism.

Facilitators: Russ Vernon-Jones and Cinzia Pica-Smith

60) Nadanolitization AKA: Unpacking the Invisible Knapsack of Oppression - All Levels

This workshop will explore internalized racism, how it has influenced our lives and how we can begin to deconstruct this powerful tool of self-doubt and live in action with the world. We have all heard about Peggy McIntosh's (1988), paper entitled *White Privilege: Unpacking the Invisible Knapsack*, wherein she identified 47 privileges possessed by whites, people of color also have an invisible knapsack consisting of shame, self-doubt and stereotyping. Our knapsack is full of racism that we have internalized. Racism is alive but internalized oppression is the tool that has been implanted and is the real enemy. This workshop is designed as an inner group sanctuary for people of African descent. We need a safe place so we can begin to look more deeply at our experiences of racism and how these experiences have been internalized.

Facilitator: Taj Johns

61) Native America in Commercial Imagery - Intermediate

At the end of the 19th century Native American's image was used to identify and sell thousands of products. Always historical (usually inaccurate) and always stereotypical, this trend has continued to modern day. Some of the oldest and best-known brand names are Native American logos. From children's toys and comic books to adult toys (automobiles) and pulp fiction, a one-dimensional character has been used to sell a diversity of products. Has anyone ever questioned the effect of such a ubiquitous practice?

Facilitator: Daniel Green

62) Nothing to Add: White Silence in Racial Discussions - Beginner-Intermediate

The common white rationales for silence in discussions of race will be challenged from an anti-racist framework. These rationales include: "It's just my personality - I rarely talk in groups"; "Everyone has already said what I was thinking"; "I don't know much about race so I will just listen"; "I don't feel safe"; "I am trying not to dominate"; "I don't want to be misunderstood / say the wrong thing" and; "I already know all this." Regardless of the rationale, this workshop will show that if white silence is not enacted from an anti-racist framework, it maintains white power and must be challenged.

Facilitator: Robin DiAngelo

63) Occupation, Racism & Apartheid – Palestinian & Jewish Perspectives - Beginner

In this workshop, three activists - one Muslim Palestinian, one Ashkenazi (white Jew), and one Mizrahi (Jew of color) who have worked for peace in Palestine/Israel will share our perspectives of the conflict. We will show a brief powerpoint (Palestine 101) to offer some basic history and then engage in a dialogue. We offer this workshop for racial justice activists who do not know enough about Palestine/ Israel and how this conflict effects race relations in the U.S. Often, U.S. people of color activists identify with the struggle of the Palestinian people, while having difficulty working with white (Ashkenazi) Jews who do not support Palestinian self-determination. How do we best identify anti-Arab racism and anti-Jewish oppression? We will address these questions as we model positive ways that Palestinians and Jews work together.

Facilitators: Lisa Albrecht, Smadar Lavie and Sameh Shabaneh

64/65) Pedagogical Whiteness & the Iconographies of “Multiculturalism” –Part 1 and Part 2 - Intermediate

This two-part workshop focuses on whiteness as a concept—as a particular example of power and as a productive cultural process through which notions of difference, “diversity,” and “multiculturalism” become concrete and real. Using the school as a cultural site of investigation, we will deconstruct, critique, and discuss the iconographic displays, whole-school and classroom multicultural celebrations, curricular “inclusions,” and “special” diversity days and months, or rather we will scrutinize the applied ideologies of “diversity” and representations of “difference” in which schools engage and with which the larger “American” culture complies.

Facilitator: Lisa Arrastia

66) People of Color Identity: White Supremacy & 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?”

Facilitators: Jorge Zeballos, Robette Dias, Willard Bass and PaKou Her

67) Privilege and Higher Education - Intermediate

This workshop will focus on how White Privilege permeates the culture of Higher Education. Specific emphasis will be focused on the culture of the professoriate, support services and the student body on traditionally white campuses. Specific strategies will be offered to assist students cope with privilege’s assault on learning at the podium and in the classroom.

Facilitator: Cyrus Ellis

68) Profiting from Privilege: An Open Dialogue about the Ethics Involved with White Consultants and Keynote Speakers on White Privilege - Advanced

Should white speakers and consultants profit from their “expertise” in helping other white people understand and grapple with white privilege? Are there limits to what amount of profit, if any, is acceptable or ethical? Is there an ethical difference between paying whites for consulting or speaking about anti-racism vs. white privilege? How should white privilege “experts” account for the assistance they have received from persons of color and other whites on their paths to enlightenment? What responsibilities do white “experts” on white privilege have to serve as allies with people of color? How do they avoid re-centering whiteness or centering themselves on the stage of justice? This session will be a forum for participants to consider these and other critical questions.

Facilitator: Paul Spies

69) Racial Identity Development: A Means of Developing Cultural Competence in Health Practices - Intermediate

This presentation discusses major aspects of a graduate course in counseling psychology that utilizes racial identity development as a theoretical base. Specific data were collected from the students as a means for further developing the course that prepares them to become culturally competent. The focus is on how white privilege informs health practices in counseling.

Facilitator: Kerry Frank

70) Religious/Spiritual Diversity and Pluralism in a context of Christian Privilege - Intermediate-Advanced

The dialogues about diversity often fall short of real engagement as it relates to religion, spirituality and other ways of knowing. If you have ever felt like your “faith” is not honored: People often shut down and disengage when it come to this topic: Or you just don’t know what Christian Privilege is; this session will help with these concerns.

Facilitators: Jamie Washington, Sam Offer and Warren J. Blumenfeld

71) 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.

Facilitator: Flaurie S. Imberman

72) Speaking Truth About Your Privilege - Beginner-Intermediate

There is greater awareness today about cultural privilege. Yet people still struggle to speak cogently about the ways privilege determines their economic circumstances, informs their world views, and shapes their everyday experiences. In this workshop, participants will identify their privileges and practice describing how those privileges have affected their lives. The workshop will help participants become more effective in identifying and talking about their privilege.

Facilitators: Pamela Smith Chambers and Robin Parker

73) Straightlaced—How Gender's Got Us All Tied Up - All Levels

This interactive workshop will use Debra Chasoff's powerful new film *Straightlaced—How Gender's Got Us All Tied Up* to launch a cutting edge discussion of gender, race, culture and sexuality in the lives of American teens. The film features the diverse and unscripted voices of more than 50 youth who speak with wisdom and humor about gender pressures and their struggles to be who they really are. Workshop activities will focus on how gender-role stereotypes, racial and cultural expectations, and homophobia limit all youth (and adults!) – and how to make schools and communities safer, more inclusive and more empowering for all.

Facilitator: Amy Scharf

74) Taking A Personal Inventory - Beginner-Intermediate

This workshop will involve an interactive exercise designed to raise awareness about one's cultural competency. The participants will have an opportunity to share their insights with others and challenge themselves through a visioning exercise for future action.

Facilitators: Gaston Dembele and Robert Amico

75) Taking Action? How Internalized Oppressions Impacts Collaboration - Intermediate

How are health inequities emerging within the lesbian, gay, bisexual, and transgender movement? This workshop explores how internalized oppression is impacting the LGBT movement in turn hindering strategic mechanisms mobilizing communities to take action. We will look at how to contradict social oppression towards LGBT communities and provide insight into creating liberation practices.

Facilitators: Jordon Johnson and Jessica Pettitt

76) Targeted AND Privileged: The Importance of Addressing Whiteness in the LGBTIQ Community - Beginner-Intermediate

How can an understanding about white social identity assist in addressing inclusivity within the LGBTIQ community? As a group we will explore how unconscious dominance can operate even within an oppressed group and in the institutional structures they create. Based in theories on socialization within oppressive systems and the intersection of multiple social identities, we will interrogate the role of whiteness for both white folks and people of color in the LGBTIQ community. Using activities based on the book, "Unraveling Whiteness", we will work experientially to address the intersection of race and ethnicity with LGBTIQ issues within our community.

Facilitators: Laurie Lippin and Stephanie Puentes

77) Teaching Resilience: What Makes Disadvantaged Children Give Up...and How We Can Teach Them Not To - Beginner

Teaching Resilience focuses on adolescent psychological health among young people of color. Research suggests that disadvantaged minority youth, even in the age of Obama, have less realistic prospects for adult success than their peers, and develop nihilistic (hopeless) orientations with life as a result. Yet little work has been in the field of teaching resilience to adversity and disadvantage. This workshop covers strategies with significant promise.

Facilitator: Sujan "Supreme" Dass

78) Teaching Whiteness - Intermediate

This workshop will focus on normative experiences of whiteness (the encounter with the other, the experience of being called a racist, the denial of whiteness, the attempt to be an ally in the struggle for racial justice, the insistence on colorblindness) as pivotal opportunities to help individuals develop self-awareness and empowered racial identities. Participants will leave with a foundation of

understanding about occasions and issues in white identity development, and frames and tools to help them to decide what to say and how to act to foster their own and/or their white allies' identities.

Facilitator: Alison Park

79) The 10 Myths of Social Justice - Beginner

The term "social justice" is being used (and misused) on college and university campus more and more these days. What exactly is social justice? What is 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/department/division/agency's commitment to inclusion, equity and social justice. "Injustice anywhere is a threat to justice everywhere!"

Facilitator: Vernon Wall

80) The Critical Liberation of White Women – What Are We Fighting For? - Intermediate

Too often white women do not effectively partner and build coalitions in their work to dismantle racism and other forms of oppression. The dynamics of Internalized Dominance and Internalized Subordination result in unnecessary competition and conflict ~ wasting energy that could be directed to creating Liberation and social justice. In this highly interactive session participants will explore the current behaviors and attitudes of white women that create barriers to synergistic collaboration and identify the components of a critical liberation practice where they intentionally create partnerships that consistently model the core elements of social justice that they espouse in their work. Facilitators will provide a tool to identify the components of a critical liberation practice for white women for participants to expand and build upon.

Facilitators: Beth Applegate and Kathy Obear

81/82) The Dynamics of Leading in Cross-Racial Teams; Person of Color and White – Part 1 and Part 2 - Beginner-Intermediate

In this 2-part workshop an experienced cross-racial training team will present an approach that both models and deepens leading anti-racist work.

Part 1: Pre and post work necessary for successful anti-racist co-leading; common challenges between the co-trainers and with participants and; strategies for interrupting racism between trainers and in groups.

Part 2: Participants will practice with scenarios facilitating common group dynamics when leading anti-racist education cross-racially.

Facilitators: Darlene Flynn and Robin DiAngelo

83) The Economic Matrix: We Can't Leave Out Class, Wealth and Power - Beginner-Intermediate

More than a diversity issue, the economic system is the framework through which every diversity issue gets played out. The unfinished legacy of the Civil Rights Movement cannot be limited by structural inequality of any kind and economic inequality undermines our progress in other areas. The work around issues of economic justice is not only unfinished, in the everyday practice of our social justice work it is barely begun. This interactive workshop will help activists, teachers, trainers, community members, and citizens understand their role in the economic pyramid and learn exercises for helping people talk about the economic realities they face.

Facilitator: Paul Kivel

84) The Education of White Privilege vs. the Education of Emotional and Social Health and Transformation - Beginner

Racism is "taught". As is sexism, homophobia and elitism; all are "taught" fears by socially constructed realities including our educational system, mostly by not exposing and examining these fears for the irrational insecurities about ourselves that they cover. Exploring current Brain Theory of Human Learning and teaching instead, with the skill sets of Emotional Intelligence, replaces these misplaced and internalized fears with personal efficacy and the ability to respond to yourself and society in more emotionally and socially intelligent and healthy ways.

Facilitator: June Gorman

85) The Environment as a Weapon: How Environmental Racism Affects Communities of Color - Beginner

The Environment as a Weapon focuses on the threats posed by environmental racism as it affects people of color in the US and throughout developing countries abroad. Examples include sterilizing toxins and gender-bending chemicals in urban foods and water supplies, the disproportionate placement of toxic waste and dump sites near minority communities, and rampant international abuses by companies like Monsanto and Coca Cola.

Facilitator: Sujan “Supreme” Dass

86) The Invention of White People in Law - Beginner-Intermediate

Through the exploration of the invention of the crime of miscegenation, this session seeks to examine: When did the category “white” begin to be used to reflect a unique group of humans? Why did it emerge? What meanings have been assigned to whites and what relevance do they have within contemporary society?

Facilitator: Jacqueline Battalora

87) The Matrix of Education in the United States, How Privilege is Hidden by the Status Quo - Intermediate

This workshop provides the audience with an understanding of how the current educational system produces a generational underclass of society, lacking the access to quality education due to a systemic problem of the “Hidden Curriculum” which in reality is the Matrix. Participants in the workshop will have the opportunity to engage in discussions relating to the “disconnect” that traps students into a loop of inequity and possible solutions to the problem.

Facilitator: Quincey L. Daniels

88) The Role of White People in Ending Racism - Beginner

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.

Facilitators: Marian Fredal and Luis Garcia

89) The Role of Young People in Ending Racism - Beginner

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.

Facilitators: Davita Flowers-Shanklin and Kirsten Johnson

90) The Work of European Americans as Cultural Teachers - Beginner

What does it mean for European Americans to teach for equity and justice while receiving the benefits of White privilege? How can we support and challenge each other in this work? Six years ago a group of Seattle educators ranging from Pre-K to College organized monthly meetings to discuss these issues and collectively plan how we could work in anti-racist, culturally relevant ways. In this interactive workshop we will share lessons we've learned, protocols and guidelines for developing your own group, and a bibliography of resources we have used to inform our discussions.

Facilitator: Ilsa Govan

91) Trans Citizenship - Intermediate

What is Trans Citizenship? Trans people have a vast range of experiences with social, legal, and medical systems that impact their everyday lives. This workshop considers how these systems intimately intersect with the lives of trans people and how this interaction (re)produces race and class inequalities. By specifically focusing on race and class inequalities, the workshop explores ways in which notions of citizenship vary from city-to-city and state-to-state in relation to transgender identity. Participants in this workshop will engage with interactive exercises that facilitates a conversation about trans citizenship.

Facilitators: Jordon Johnson and Tre Wentling

92) 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.

Facilitators: Pamela Smith Chambers; Robin Parker and Deborah Vermaat

93) Uprooting Christian Hegemony - All Levels

This 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, ableism, Islamophobia, and anti-Arab and anti-Jewish oppression. The interactive discussion would 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 institute 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.

Facilitator: Paul Kivel

94) “Us” and “Not Us”: “Othering” in Education Policy and Practices - Intermediate

One way we perpetuate systemic racism is by “othering” students of color – establishing whiteness as the norm and positioning students of color in homogenous groups hindered by deviation from the norm – particularly through our communications. Examine how “othering” occurs in education policy and practice; use actual examples (text and images) from districts and schools to reveal forms of “othering”, and learn ways to actively work against it.

Facilitators: Circe Stumbo and David Davidson

95) 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.

Facilitator: Shelly Tochluk

96) What I Said and What I Meant: Cross Cultural Communication - Intermediate

Cross cultural communication theories help us understand how communication in different cultures vary on many levels: spoken language, tone, body language, etc. Theories lack full definition, however, of the deep influence of power and privilege in US mainstream culture – whose cultural values, whose norms, and whose codes and modes are the “acceptable ones”? How does White privilege manifest in the very nature of professional, intellectual, and “polite” discourse in the United States? This workshop presents major cross-cultural communication theories, ways that culture, power, privilege and difference affect how we communicate, tools for questioning assumptions, and ways to improve communication across the power divide so that we might interrupt the cycle of oppression.

Facilitator: Rosetta Eun Ryong Lee

97) What We Know, What They Need: Recognizing and Addressing Sources of Educational and Health Disparities for American Indians - Beginner

This session leads participants through a structured process of critical reflection on their own educational experiences, knowledge and skill levels related to promoting equitable educational and health outcomes through culturally competent practices. Participants will reflect on their individual situation, learn about some of the structural factors that contribute that state, and develop strategies for pursuing positive change at individual, professional, and organizational level.

Facilitator: J P Leary

98) 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.

Facilitator: Hsiao-Wen Lo

99) White America’s Islamophobia - All Levels

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 of 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.

Facilitator: Amer Ahmed

100) White Anti-Racist Organizing and Activism to Strengthen Multi-Racial Movements for Justice - All Levels

This workshop focuses on doing activism and organizing grounded in anti-racism to support building a multi-racial movement for justice. This will be an interactive workshop focusing on bringing anti-racism to the work we are doing, finding community to do continual self-education, inciting anti-racism activism with white people in our spheres of influence, and joining in solidarity with people of color who are working for racial justice in our communities.

Facilitators: Z! Haukeness, Ali Brooks and Liz Bruno

101) White-On-White: Anti-Racist White Affinity Groups - Intermediate-Advanced

Presenter 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.

Facilitator: Elizabeth Denevi

102) White Privilege 101 - Beginner-Intermediate

Whiteness is a concept that must be defined historically. However, White privilege has subverted history, perpetuating the lie that Whiteness does not exist nor is it privileged. Typically history is written by those who have won but this presentation will give voice to those who have been silenced. We will uncover how White privilege evolved, is perpetuated, and what we can do to unhinge its power. This critical reflection is vital in the development of a socially just leader.

Facilitator: Art Munin

103) White Privilege and the Environment: Making The Green Movement Multiracial - Beginner

The future of the environmental movement will soon be in the hands of a new generation of Americans, one very different from the generation that preceded it. This session will briefly survey the history of the environmental and outdoor movements as well as the emergent environmental justice movement to set a context for a discussion of the role of white privilege. It then presents four prominent myths that inhibit recognition, outreach to and greater participation by people of color in the outdoors. The session will provide information to counter these myths, and conclude with a discussion of strategies for diversifying not only traditional environmental and outdoor organizations, but the broader green movement as well.

Facilitator: Jim Bonilla

104) White Privilege and Food Access Issues in Our Schools and Communities - Beginner

In the midst of the health care debate is the often unaddressed issue of access to fresh and healthy foods. Health disparities---high blood pressure, diabetes, obesity and strokes----between communities of color and white people come from lack of access to healthy diets. This workshop will explore and critically examine the following: (1) the problem of "food deserts" in low-income neighborhoods (and alternatively, the rise of healthy supermarkets such as Whole Foods in white, upper class, trendy neighborhoods) and (2) the school-food issue in which corporations have been allowed to market or serve junk food directly to kids, while policies and lack of funds---in particular, in low-income school districts---prevent those who want to feed "real" food to students from doing so.

Facilitator: Johanna Eager

105) White Privilege and the Law – All Levels

This workshop will include a discussion of: (1) the historical overview of the role of the legal system in establishing and maintaining white privilege; (2) how the legal system was used to boxed people of color and white ethnics into a racialized society; (3) colorblind liberals, such as Obama, the law and reinforcement of white privilege.

Facilitator: Vernellia Randall

106) White Privilege and Women's Health - Intermediate

The participants in this session will create through their own autobiographical testimony a composite mosaic picture of how we have seen unearned advantage and disadvantage impacting women's health. Everyone in the session will help to make the composite picture. We will especially draw on our own detailed experiences of having or not having racial or ethnic privilege in, for example,

hospital emergency rooms, pediatrics, oncology, surgery, gynecology, medical training, psychiatry, nursing homes, and hospice care. We will look at the staffing of medical professions. We will look at our own experiences of nutrition, exercise, medical checkups, physiotherapy and rehabilitation in the light of racial and ethnic privilege systems. How can we weaken the prevalence of white privilege in medical institutions and in the thinking about what health is? At the same time, how do we actively cultivate experiences of transformative learning in relationship to a sense of "wholeness" that challenges Western empirical medicine? We will use short film clips to deepen our capacities for analysis and self reflection that nurture justice and fairness for all people.

Facilitators: Peggy McIntosh and Shakti Butler

107) White Privilege in Australia: Saying Sorry is Not Enough - Intermediate

In this workshop Anne uses her personal connection to the founding of Australia in 1901 (as great grand daughter of the first Prime Minister) to

look at how Federation values and attitudes - those that were widely held by white middle class Protestant men at the time and promulgated through popular culture, the media, and so on - influence contemporary institutions and practices which maintain white privilege. While the impact is particularly harsh on Indigenous Australians (despite our Prime Minister's apology in 2008), white privilege also effects the capacity of Australia as a white settler society to function in ways that promote social sustainability.

Facilitator: Anne Barton

108) White Women Getting Real: Stories of How Culturally Diverse Schools Transformed Teachers - Intermediate

This workshop will begin with excerpts from the forthcoming book, *White Women Getting Real*. Participants will complete a short writing/outlining exercise in which they detail an event that changed the way they communicate in diverse groups. Discussion will follow exploring the different realities we experience in similar situation as either a White person or a Person of Color. The hope is the group will come to understand the truth of our individual experiences. The purpose of the workshop is not to question the validity of our experiences but to explore the learning that changed our behavior.

Facilitators: Judith James and Nancy Peterson

109) Whose Hip Hop Is It? How White Supremacy Infiltrated a Movement - All Levels

What do most folks think of when they hear the term Hip Hop? What images comes to mind? How are people interpreting what many deem authentic or commercial Hip Hop? How has the delivery of Hip Hop been altered overtime? This fun and interactive, yet provocative session addresses the misperception surrounding hip hop culture and the different tactics used by dominant culture to engage with it. Part of the aim is to examine strategies that have suppressed hip hop and exposed a new generation of post hip-hopers unfamiliar with its foundation. Participants will be asked to engage in critical dialogue by examining such issues as the production and representation of race, class, culture, sexism, privilege, and oppression in Hip Hop and delve into the generational divide and disconnect between the roots of hip hop and how it is practiced today. Attendees will acquire a greater understanding of the evolution of hip hop and how it has been infiltrated by white supremacist ideology, recognize how society has been unconsciously and collectively supporting the cycle, and gain a deeper level of consciousness necessary to progress from where we are and for what hip hop is and represents.

Facilitator: Mike Benitez

110) World Work: The Voices of Deep Democracy - Intermediate

This workshop introduces participants to "world work and deep democracy" which are tools used in systems coaching to assist teams and organizations to increase awareness about cultural differences and deepen understanding and problem-solving in multicultural settings. As co-leaders of Latino and White/Caucasian backgrounds, the presenters will model interactions and idea exchange across cultures. This a fully interactive institute that provides ready-to-use tools for anyone working across cultures.

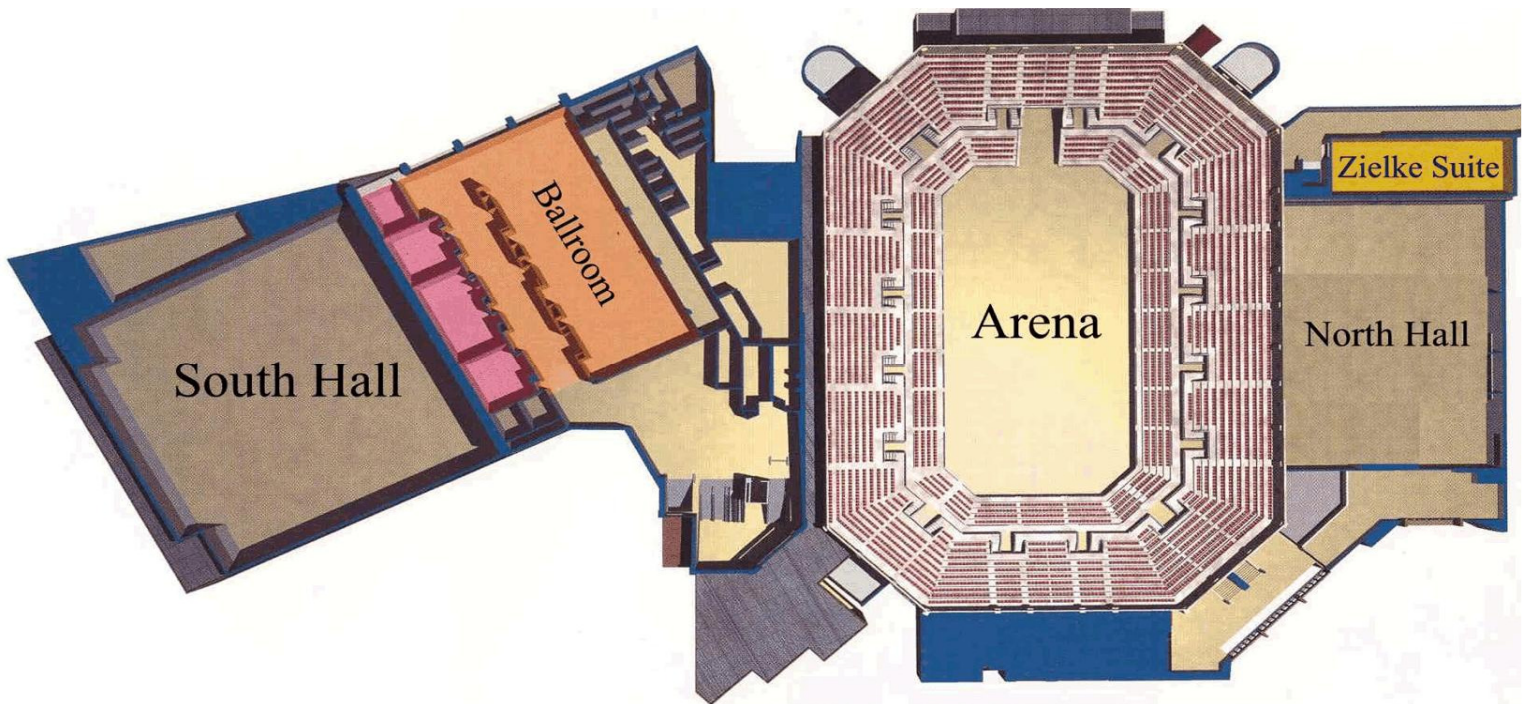
Facilitators: Beth Applegate and Alfredo Vergara-Lobo

111) "You Can Affect Change: How to Use the Legislature" The Rooney Rule and Minority Interviewing in College Athletics - Beginner

Sachs will discuss the process necessary to maneuver a Bill through legislature and how he was able to pass "Oregon House 3118" the only law of it's kind in the country that requires minority interviewing in college athletic head coaching and athletic director positions, and where the movement is on a national level.

Facilitator: Sam Sachs

LA CROSSE CENTER OVERVIEW



NOTES

WPC11 Institute & Workshop Evaluation

Please provide your answers on a separate scantron sheet, filling in the corresponding bubbles with a pencil. Return scantrons to workshop/room monitor.

Please write the institute/workshop name AND/OR number on the scantron sheet.

INSTITUTE/WORKSHOP EXPERIENCE

Please indicate your level of agreement with the following statements regarding the content:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1. New content or skills were presented	A	B	C	D	E
2. Content presented was current	A	B	C	D	E
3. Information was useful to me personally	A	B	C	D	E
4. Information was useful to me professionally	A	B	C	D	E

Please indicate your level of agreement with the following statements regarding the presenter(s):

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
5. Well-organized and well-prepared	A	B	C	D	E
6. Presented content and materials clearly	A	B	C	D	E
7. Possessed a clear understanding of topic	A	B	C	D	E
8. Used well-developed examples	A	B	C	D	E
9. Encouraged meaningful audience participation	A	B	C	D	E
10. Responded clearly to questions	A	B	C	D	E
11. Provided useful handouts	A	B	C	D	E
12. Demonstrated strong facilitation skills	A	B	C	D	E

WPC11 Conference Evaluation

Please provide your answers on a separate scantron sheet, filling in the corresponding bubbles with a pencil.

Return scantrons to the box at the registration desk.

Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1. I had the opportunity to dialogue with presenters	A	B	C	D	E
2. I had the opportunity to dialogue with other participants	A	B	C	D	E
3. I was able to discuss how white privilege, white supremacy, and oppression affect my daily life	A	B	C	D	E
4. I gained strategies for addressing issues of privilege and oppression regarding social and economic justice	A	B	C	D	E
5. I am better connected with others who can help me sustain, enhance, and expand anti-racist activity	A	B	C	D	E
6. I am leaving with new information and resources	A	B	C	D	E
7. I plan to attend the WPC in the future	A	B	C	D	E
8. I will recommend the WPC to others	A	B	C	D	E

Please indicate your level of agreement with the following statements: The WPC provided me the opportunity to explore dynamics of privilege and oppression related to the following topics:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
7. Race	A	B	C	D	E
8. Gender	A	B	C	D	E
9. Sexual Orientation	A	B	C	D	E
10. Religion	A	B	C	D	E
11. Socioeconomic Status	A	B	C	D	E
12. Global/Transnational Issues	A	B	C	D	E

Please indicate your satisfaction with the following aspects of the conference:

	Very Satisfied	Satisfied	Dis-satisfied	Very Dissatisfied	N/A
13. Overall quality of the conference	A	B	C	D	E
14. Full-Day Conference Institutes	A	B	C	D	E
15. Concurrent Workshops	A	B	C	D	E
16. Keynote Speakers	A	B	C	D	E
17. Meet the Speakers event	A	B	C	D	E
18. Shabbat Dinner	A	B	C	D	E
19. Caucuses / Support Groups	A	B	C	D	E
20. Film Screenings	A	B	C	D	E
21. Exhibit and Vendor Space	A	B	C	D	E
22. Conference publicity – including website	A	B	C	D	E
23. Registration and confirmation process	A	B	C	D	E
24. Conference facility and hotel	A	B	C	D	E
25. Cost of the conference	A	B	C	D	E
26. Conference food	A	B	C	D	E
27. How many times did you visit the exhibit area?	1-3	3-6	6-9	9-12	12+

WPC 11 Reflective Questionnaire

**Thank you for completing our scantron surveys.
Please use this page to provide additional comments.
Remove page from program and deposit in *Evaluation* box at registration/information area.**

- 1. What was your primary purpose for attending the WPC and did the conference meet your needs?**
- 2. Which workshops were MOST beneficial (powerful, informative, challenging)?**
- 3. Which workshops were LEAST beneficial and why?**
- 4. What were the most beneficial aspects of the conference overall?**
- 5. What changes would you recommend to improve future conferences?**
- 6. Please list two new workshops or institutes you would recommend for future conferences.**

7. Please provide comments on specific workshops and/or Institutes:

8. What else would you like for the WPC planning team to know?

ADDITIONAL INFORMATION: (optional and greatly appreciated)

Please indicate your primary affiliation:

- | | | |
|---|---|---|
| <input type="checkbox"/> High School Student | <input type="checkbox"/> College Student | <input type="checkbox"/> Graduate Student |
| <input type="checkbox"/> K-12 Educator /Administrator | <input type="checkbox"/> College Faculty /Staff | <input type="checkbox"/> Non-Profit Org |
| <input type="checkbox"/> Business Professional | <input type="checkbox"/> Faith Community | |
| <input type="checkbox"/> Other _____ | | |

How did you hear about the WPC?

- Email Poster/flyer Word of mouth Other _____

How many WPC's have you attended (including this one)? _____

State (or country) of residence? _____

How do you identify?

Race: _____
Ethnicity: _____
Sexual Orientation: _____
Gender: _____
Religious or Spiritual Affiliation: _____
Other salient identities: _____

Age: 14-19 20-29 30-39 40-49 50-59 60-69 70-79 80+

What is your annual household income?

\$0-20K \$20-40K \$40-60K \$60-80K \$80-100K \$100K+