

## **WPC18 Institutes**

### **THURSDAY, April 27th, 2017**

#### **1) Confronting Privilege: The Major Player of Oppression (Beginner/Intermediate)**

Deconstructing the oppression of racism must focus upon courageous conversations regarding white privilege, a major player in the architecture of racism. For many White people, living in a “white bubble”, has denied exposure and experiences that help to examine structural racism. Thus, being a “good White person” is often only in the context of individual behavior. Certainly no one doubts the importance of individual behaviors of advocacy to confront racism. However, reform of structural racism will not be realized by this alone. White allies must understand privilege as a “tool” through which oppression can be deconstructed. It is imperative for “good White people” to become allies with each other, and paradoxically, use privilege to deconstruct privilege. It is our desire that this presentation include both adults and students. Certainly, students’ voices are critical to recognize the way privilege can disenfranchise them from full and authentic engagement as global citizens. The activities planned for this institute will center upon conversation as opposed to lecture, inquiry of personal reflections will be promoted, and guidelines to insure a safe and orderly environment will be established. Several tools that have been successfully used in the past will assist participants in both a personal and professional examination of oppressive systems with a major focus upon issues of privilege. A strong reliance upon listening will assist participants in developing a genuine appreciation and understanding of different perspectives as expressed by both students and adults.

**Phil Hunsberger, Billie Mayo and Anthony Neal**

#### **2) Jews, Race and Class: How it's all connected (Beginner/Intermediate)**

With the resurgent boldness of a Christian, male, ruling class under Trump, the more explicit targeting and naming of Jews as 'dangerous outsiders' (alongside Arab, Muslim, immigrants, Mexicans, Black communities, queer folks, women and poor and working class people, etc.), and the resonance this has in the predominately White Christian heart of the US, now more than ever we need to understand how to work together across our differences. In this institute, participants will learn some of the history of Jews in the West, the particular position Jews have been used in reinforce the power of Christian elites, and how racism, classism and anti-Jewish oppression have been used to separate Jews and natural partners. Through activities, discussion, individualized and small group work, participants will develop a clearer understanding of racial diversity in the Jewish community and the role Jews have played in racial and economic justice movements and the potential for collaboration and partnership across racial, ethnic and cultural lines.

**Dara Silverman and Paul Kivel**

### **3) Navigating Triggering Events: Critical Competencies for Facilitating Difficult Dialogues on Race, Racism, and White Supremacy (Intermediate)**

Ever feel so triggered you couldn't respond effectively? Social justice educators and practitioners often feel triggered during discussions involving issues of inclusion and social justice, particularly around dynamics of race, racism, and white supremacy. Unfortunately, most triggered reactions create barriers to facilitating dialogue and building community. Effectively navigating triggering moments is a critical multicultural competency for creating organizational change. In this highly interactive session participants will identify their common triggers and reactions during discussions on race, racism, and white supremacy. Discussions will explore strategies to use triggering events as teachable moments and tools for effectively navigating our own reactions when we feel triggered.

**Kathy Obear and Tanya Williams**

### **4) Post-traumatic Master's Syndrome: An Exploration of Whiteness as Trauma and Embodied Racial Justice (Advanced)**

Thanks to the work of Dr. Joy DeGruy and Dr. Maria Yellow Horse Brave Heart, as well as countless other POC/N folks who have spoken truth to power, we know that the deep and long-lasting impacts of racial oppression do not merely register in the systems of our society but also land in the bodies of those targeted. This work has been incredibly important in expanding our notions of what racial justice looks like and *feels* like. However, just as there can be no "oppressed" without the oppressor, the exploration of racism as trauma for the oppressed also requires an examination of the generational and historic dynamics of Whiteness and how it, too, lands as trauma in the bodies of multigenerational White folks. This institute explores the ways that Whiteness as trauma has disrupted the work of even the most well-meaning White folks as they strive for racial justice. There is a cost to Whiteness, as we know, but that cost is often laid out in moral or ethical terms alone. This session explores another area of "cost" via the impacts on the body of witnessing, participating in, and/or ignoring the dynamics of racial oppression propagated in our name. Elements that will be explored are the general dynamics of trauma, dissociation, and the distancing effect that Whiteness has on many White people. Conceptually, the session begins with some grounding work and a few ways of getting into our bodies, it will then explore the narratives given White folks with respect to their racial identities and the ways they live those narratives out. The session will then turn to the more nuanced and complicated aspects of White privilege and White supremacy and the ways they synergistically feed each other, thereby supporting the ubiquitous dynamics of Whiteness in the U.S. The session concludes with work around resiliency tools and ways White people can more effectively show up in the midst of painful and complicated work for racial justice. Experientially, while the session will explore some intense aspects of what it means to be White in the U.S. it is not meant as a therapeutic space for White folks. Instead, this session seeks to create a space where White people can more deeply, thoughtfully and honestly explore places where they feel "inexplicably" stuck in their racial justice work. Through personal writing, paired conversations, small group work,

and physical engagement, this institute seeks to help White folks ground the content in their bodies and establish “movement” through those “stuck” spaces.

**Heather W. Hackman**

### **5) Becoming LatinX: The Invisible Lines that Divides and Unites Us (Intermediate)**

#### **INSTITUTE CANCELED**

This institute is geared for professionals who are committed to the self-examination in a collective space focused on the effort to redefine LatinX identity in a way that acknowledges and moves beyond the role of historical trauma in shaping the experiences and identities of the LatinX community. Social justice advocacy and educational excellence is multi-faceted and reflects the complexities of this group such that this examination would help better understand how to identify possibilities to be effective leaders only made aware to us through this journey.

This session should particularly benefit decision makers and practitioners whose focus is the identified group Hispanic/Chicano/a/Latin@/LatinX, Afro-Latinx, Mulatto, Creole, etc. The intended outcome includes a personal leadership transformation that will manifest in a professional network of leaders to move forward an equity agenda that serves the community.

**Juan Carlos Arauz**

### **6) Transforming White Privilege: A 21st Century Leadership Capacity (Advanced)**

The *Transforming White Privilege: A 21st Century Leadership Capacity* (TWP) is a set of learning modules designed to support a wide range of people to build their knowledge, skills and confidence to identify, talk productively about and intervene to address white privilege and supremacy and its consequences, particularly but not exclusively at system and institutional levels. This Institute will provide exposure to the learning modules and to the facilitation of some of its components. We will share our thinking around scaffolding within the modules, framing key concepts, and how to help prepare an organization, community or other group for the TWP modules. We will also discuss our learning's from early implementation of the curriculum. This Institute is designed for experienced facilitators, educators, and program designers.

**Shakti Butler, Sally Leiderman, and Maggie Potapchuk**

### **7) White on White: Communicating about Race and White Privilege Using Critical Humility (Intermediate/Advanced)**

In this institute, we describe a practice we call critical humility and help participants examine how their personal needs and biases can get in their way of using critical humility to good effect in their interactions with others. In the morning, we use visualization and small group discussion to help participants re-live a difficult incident when they tried without success to interrupt White privilege or call attention to White supremacist consciousness. Through dramatization, we show how critical humility might be helpful with such incidents. In the afternoon, participants work in groups of six or seven, using simultaneous role-play to create difficult conversations that typify the

experiences that White people so often have of “good intentions gone astray.” After they play out the difficult conversation, the groups analyze problems and experiment with how critical humility might improve the situation they just created. Participants end the day by returning to their morning groups, in order to apply their learning to the unsuccessful incident from personal history. Throughout the day, we explore how all-White inquiry groups can help members sustain their commitment to action in their personal relationships, institutions, and communities. Although our institute is designed for White people, we have planned activities to avoid injury for people of color who choose to participate.

### **European-American Collaborative Challenging Whiteness**

#### **8) Black Male Think Tank 5 (ALL)**

The Black Male Think Tank (BMTT) is a place/space where Brothas doing this work, come to do their work! BMTT is open to All Men of Color. The BMTT invites all self-identified men of color to participate in a space that is created to explore the complexities and power that accompany being a man of color in this country and beyond.

**Ray Williams, Russell Marsh and Benny Vasquez**

#### **9) People of Color and Indigenous People Navigating WPC 18 (Intermediate)**

People of color and indigenous people who have attended past WPCs acknowledge that cross-racial collaboration is crucial for building successful partnerships around diversity. Yet often little attention is focused on the economic, spiritual, and emotional toll cross-racial collaboration takes on people of color and indigenous people as they work on diversity issues at the conference and in other settings. In this institute, the collective experiences of people of color will be used as a springboard to discuss issues that arise when working with white people who are struggling with racial privilege. Because of the conference’s emphasis on deconstructing white culture as a path to action, special emphasis will be placed on how emotions become racialized in our society and keep unjust hierarchies in place. Methods for disrupting toxic emotionality will be shared that will enable participants to have more fruitful cross-race interactions during the conference and beyond.

**Robin Parker, Pamela Smith Chambers and Jorge Zeballos**

#### **10) Advanced Facilitation Skills for Navigating Difficult Conversations About Racism, White Privilege, and Oppression (Advanced) INSTITUTE FULL**

This institute will be an in depth exploration of systemic racism and it’s impacts as well as a skill building session to learn skills to *Deconstruct the Culture of White Supremacy and Privilege* through facilitated intergroup dialogue. Participants will be presented with facilitation skills and various methodologies needed to engage meaningful, effective, 1:1, large, and small intergroup conversation related to issues of racism, white privilege, white supremacy and oppression. We will also practice utilizing these skills in a variety of scenarios. Additionally participants will critically examine how to construct a safe

space including development of a compassionate understanding of the difference between “safe” and “comfortable.” By increasing our comfort in clearly defining, explaining, and discussing the construction of racism to individuals who are at varying levels of experience, and deepening the understanding of how to establish safer spaces using ground rules, dialogue principles, non-judgmental listening, and unconditional care – we will offer tools and techniques necessary to *Organize, Strategize, and Take Action* by and through supporting and engaging difficult conversations on racism and white supremacy.

**Natalie J. Thoreson**

### **11) Showing up for Liberation inside of White Supremacy: Strengthening our Resiliency through Polarity Thinking and Holistic Practice (Intermediate/Advanced)**

In the November election, America was handed a mirror, magnified back was a nation in turmoil, pain, and disconnection. We know that in order to heal this wound; will require a different way of doing things, new strategies, practices and thinking. We must address what Michelle Alexander names as “a spiritual crisis,” inside of our bodies, psyches, and spirits and in the world. At the same time, we must also understand that most of the issues associated with interrupting and dismantling white privilege are polarities to leverage and not problems to solve. We suggest typical problem solving, alone, is not only inadequate to interrupt white privilege, it undermines our efforts by generating unnecessary resistance. We must supplement “or” thinking, with “and” thinking, for example, Mercy and Justice is possible if we differentiate between “or” thinking which is essential for learning and for solving problems, and supplement with “and” thinking. If the polarization is over a polarity, not only are both sides “right,” they both need each other’s wisdom to be successful over time. Racial justice organizers can leverage Polarity Thinking when dealing with issues for which “or” is a false choice. And we need this strategy and other help fortify the longstanding organizing efforts already in place, including the Movement for Black Lives, rural organizing, indigenous resistance and organizing in working class and in white communities. We must strengthen our resiliency, by equipping ourselves with holistic practices and Polarity thinking to show up for the long haul work of liberation.

**Beth Applegate and Jardana Peacock**

### **12) Black Woman Think Tank**

Black Womyn Think Tank (BWTT) is a sacred space curated by and for Black womyn and fems! In this space, we come together in celebration of our diversity to analyze, strategize and build power through the implementation of intergenerational mentoring, identity development, and radical love. Born in response to the BMTT, this space seeks to create community amongst its participants while initiating an effort to launch personal and professional networks, resources and databases focused on improving the lives of Black womyn and fems through personal, professional, and community growth. This year’s theme is “Black Womyn On The Front Lines (still...again...)” Join us as we ‘*unconference*’, disrupt and dismantle the sociopolitical context of what it means to

identify as Black and as a womyn in today's rapidly changing global society. The BWTT will ask the following questions: How would you describe the times that we are living in as Black people? What do you feel has been the role of Black womyn in the wake of #BlackLivesMatter? How has it affected your personal identity development as your blackness intersects with your womynness?

**Orinthia Swindell and Shemariah Arki**

### **13) Restorative Practices: Creating Equity and Healing in School and Work Cultures (All Levels)**

This institute will explore the sociological and psychological theory, methods, and processes of restorative practices as an alternative school and work cultures that develops self-awareness, defines accountable autonomy, fosters liberation over subordination, systematizes self-advocacy, maximizes relational/emotional literacy, and builds the skills and disposition needed for conflict resolution automaticity. Since the dawn of man there have been communities in relationship and therefore conflict. Restorative practices flow from indigenous ways of maintaining peace within communities. Resting on a cohesive theory and solid research base restorative practices build emotional literacy, balance power structures, and ensure safety, value, and justice within and among community members. Restorative practices enable institutions and organizations to dismantle oppressive authoritative policies and practices and replace them with collaborative ones.

**Facilitators: Lisa D. McCarty and Cecilia Ananya Belsen-Patton**

### **14, 15) YAP (Youth Action Project) Institutes**

The YAP is an experience for Middle and High School youth to engage in meaningful dialogue about white privilege, white supremacy, and methods of breaking down systems of oppression.

The concept of YAP is simple ... **SNAP(See-Name-Act-Proceed)** Students will **SEE** and be fully aware of the multiple manifestations of white supremacy, white privilege, and other forms of oppression. Students will gain the courage and confidence to **NAME** white supremacy, white privilege, and other forms of oppression. Students will **ACT** by taking effective, creative, and urgent measures to dismantle white supremacy, white privilege, and other forms of oppression. Students will **PROCEED** as leaders, planting ongoing seeds of change.

### **14) Middle School Institute**

A basic 1 Day Exploration of White Privilege, and an introduction to tools for dismantling “–isms” associated with White Supremacy.

### **15) High School Institute**

1 Day Exploration of White Privilege, manifestations of white supremacy, and an introduction to tools for dismantling “-isms” associated with White Supremacy. Youth will create their own methods to address white privilege in their schools and communities and engage in engaging dialogue

## **SUNDAY, April 30th, 2017**

### **1) Deconstructing White Supremacy By Going Within: A Process of Liberation from Internalized Racism for People of Color (All Levels)**

Internalized racism is part of the system of chains contributing to the continuation of racism affecting racially oppressed groups and it has encouraged the physical, spiritual, and emotional self- mutilation and self-degradation of a community of people. By influencing the psychological experience of People of Color, it has enticed individuals to contribute to their own demise within a larger system of oppression. Because this is a cognitive phenomenon over which individuals can have agency, it is important to study, understand, and seek out ways that groups of Color are able to gain a liberatory perspective in the midst of a racist society, just as it is important for Whites to work to gain a liberatory perspective over internalized dominance. This institute is for individuals who identify as people of color and/or as multiracial and who have a subordinated identity in a system of racism. This institute is grounded in a dissertation study of Black and African American women, which explore a process of liberation from internalized racism. It will investigate the complexity of the phenomena of internalized racism and offer participants the opportunity to explore manifestations of internalized racism and consequences of internalized racism in their personal and professional lives. Additionally, participants will explore models and tools of liberation and how and why practicing a liberatory consciousness is a path to confronting internalized racism in the midst of a racially oppressive society. This session should particularly benefit participants who want to explore another way to challenge a system of oppression, want to understand the psychological impacts of oppression and work toward individual and collective healing.

**Tanya Williams**

### **2) Self-Care and Healing as Change Agents: Re-Imagining, Renewing, Rejuvenating, and Recommitting (Beginner/Intermediate)**

Feeling exhausted, burned out from working to dismantle racism and white supremacy, and other forms of oppression in organizations, groups, and individuals? Still deeply committed to creating greater equity, inclusion, and social justice in society and in organizations, yet finding yourself, at times, too weary or overwhelmed to make meaningful change? We all deserve spaces to heal, refuel, and re-commit to our vision

and goals. In this engaging, supportive session, participants will explore the roots of their stress and burn-out as they deepen their capacity to rejuvenate, re-energize, and retool themselves as powerful change agents. Learning methodologies include self-reflection, story-telling, small and full group discussions, self-assessment, and action planning. Participants will receive access to comprehensive resources to support their own and others' healing and self-care. Session goals; recognize the depth and breadth of our need for greater self-care and healing as change agents, understand the critical need to focus on self-care in order to be of service as leaders in dismantling racism and creating greater liberation, explore proven approaches and tools for self-care and re-imagine and commit to a personal action plan for renewal and rejuvenation.

**Kathy Obear**

### **3) Supporting Young Children's Holistic Development in Culture and Language through Strength-based Practice (Intermediate)**

Join us for an afternoon of witnessing powerful and strength-based examples from early childhood educators about their realized opportunities in working with young children/youth, their families and communities. Each will share their process for making space for finding voice, building strong sense of self and community, and developing competence to become change agents. We will examine and analyze these examples naming the counter-narratives presented and identifying the strategies developed.

**Theresa Lenear, Susan Fleming; Jacqueline Fischer; Daniel Perez-Gibson, Nnenna Odin, Tiffany Brown and Alexa Gabriel**

### **4) Advanced Facilitation Skills for Navigating Difficult Conversations About Racism, White Privilege, and Oppression (Advanced)**

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