

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.

WPC20 WORKSHOPS

This year, WPC will offer approximately 130 workshops facilitated by 200 presenters. The workshops are listed in alphabetical order. Refer to the workshop insert to find the day and time for the workshop you are interested in attending.

20 Years, 20 Questions (Beginner)

Presenters: Peggy McIntosh and Eddie Moore, Jr.

In celebration of WPC's 20th year, participants in this very special interactive workshop will shape the session's agenda. Audience participants will pose 20 questions (or topics) that are on their minds; Dr. McIntosh and Dr. Moore and two other panelists will respond briefly on the basis of their experience. Members of the audience may also respond briefly.

A Social Justice Warrior's Survival Guide (Advanced)

Presenters: John-Paul Chaisson-Cardenas, Salome Raheim and Bengu Erguner-Tekinalp

Social Justice Advocacy can be hard and lonely, especially when you are working within big systems like universities, government and schools. This workshop is designed for individuals and teams working within systems to promote the dismantling of racism, sexism, homophobia, etc. This will be a conversation between the audience and three very experienced Social Justice Reformers from Drake University, University of Iowa and University at Albany.

Accessibility Matters: Cultivating Cultural Competency Champions for Inclusive Excellence (Beginner)

Presenters: LaDonna McCullough and Jose Torres

Cultural climate assessments are critical in moving organizations from assumptions regarding their workplace environment to more concrete understanding of the lived-experiences their stakeholders face. These efforts often unintentionally overlook ways to embed transformative change specific to disability, religion, language access, and socioeconomic issues. By identifying cultural competence champions, at all levels, organizations can ensure that their capacity building efforts continue after the technical assistance ends. Participants will gain skills that integrate person first language, innovative approaches to accessibility and universal design, as well as techniques for incorporating a cultural competency framework and strategic plan that promotes inclusive excellence.

All Aboard!: Diversifying Your Hiring with All Intentions and Purposes (Intermediate)**Presenter: Sherard Robbins**

With the vast majority of universities being predominantly white institutions, inclusionary practices can be amiss. The absence of inclusive norms impacts subjugated and marginalized groups in ways that have profound implications for the institution. The foundational response to diversity of thought is to establish hiring practices that address multicultural needs. Speaking to the challenges that prohibit diversity in hiring, this session will focus on the importance of being brave and ethical when hiring. This workshop seeks to explore the common challenges and hindrances that institutions and departments experience when attempting to hire diverse staffs. Whether it is the antiquated syntax found in the job description or the threat of disrupting the deeply rooted institutional establishment, history and statistics have incessantly shown us that hiring committees fail to adequately represent the entirety of a given population. Predominantly white institutions face this challenge at all levels of recruitment and retention as it pertains to students, staff and faculty of color. In her article exploring why colleges don't hire more faculty of color, Marybeth Gassman states, "The reason we don't have more faculty of color among college faculty is that we don't want them..." Via the lens of the human organizational theory of accountability (Ferris, Gerald R., 1998) and Harvard University's model of recruiting for diversity (<http://hr.fas.harvard.edu>), the presenter will offer effective responses to the hindering and oftentimes deeply rooted circumstances that prohibit departments from diversifying their hiring.

ALL IN: Harnessing Collective Experiences of Black Child Welfare Staff (Intermediate)**Presenter: Kike Ojo**

Feeling isolated, silenced, qualifications constantly questioned, passed over for promotions, negative anti-Black statements in the workplace and in the community....these are the collective experiences of African Canadian staff in the child welfare system in Ontario, Canada. The first of its kind in Canada, All In!, a symposium produced by the One Vision One Voice project was designed to address these issues and harness the power of collective expression to drive change in the child welfare sector for Black staff. This workshop will engage participants in a discussion about anti-Black racism as experienced by professionals, how it presents, and how to collectivize in order to cope and overcome.

Allies, Accomplices, and Leaders: Moving Through White Fatigue for Racial Justice (Intermediate)**Presenter: Joseph Flynn**

This session will explore and challenge the idea of allyship for racial justice. Allyship is essential in the struggle against racial oppression. However, being an ally is not necessarily the same as being an accomplice nor a leader. Allies are often in a process of learning to understand their own racial identity and racism. Allies do not necessarily understand racism as a system of advantage based on race. As such, allies may not recognize systemic and institutional racism when they happen. Moreover, allies do not necessarily appreciate the deleterious and manipulative effects on all involved with the system of advantage based on race, regardless of one's position. This is sensible, as understanding how racism functions is a challenging endeavor and the process of embracing one's own racial identity is equally vexing. This struggle can result in feelings of White Fatigue, a quasi-form of resistance in which White

folks who fundamentally feel that racism is wrong but nonetheless show frustration with engaging the issue. Accomplices and leaders on the other hand are more understanding of how racism functions and the ways in which the system of racial advantage has manipulated both non-White and White people. This session will: consider the systemic roots and nature of racism; differentiate allies, accomplices, and leaders; and the idea of White Fatigue and strategies for moving from allyship.

Alphabet Soup: Diversity, Equity, Inclusion, and Justice within White Spaces (Beginner)

Presenter: Muqkadeen Poole

Is there even a difference? Often, these words are used interchangeably based on whichever fashionably suits the situation even though all four words hold their own distinct meaning in the work of co-creating community. During this workshop you will learn why it is important to understand the differences between these words, how these terms are construed due to components of Whiteness, and how to use these terms in creating clearer goals and actions plans.

Answering the Call: Exploring Post-Traumatic Master's Syndrome and Embodied Racial Justice: Continuing the Conversation (Beginner)

Presenter: Heather Hackman

Continue to conversation after Hackman's WPC20 keynote that explores the ways Whiteness as trauma has disrupted the work of even the most well-meaning White folks as we 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 discussion explores another area of "cost" via the bodily impacts of witnessing, participating in, and/or ignoring the dynamics of racial oppression propagated in our name.

Becoming LatinX: A counter-narrative to Being American (Beginner)

Presenters: JuanCarlos Arauz and Aiyana Machado

The term Hispanic – Latin@ - La Raza – Chicano/a – Xicano/a – Boriqua - Puerto-Rican – Brown – Mestizo/a - Afro-Latin@, Mulatto, Creole - Country-hyphenated-American, etc., is a concept that began in 1492 and has continued to evolve ever since the birth of the first child in the Americas among the fusion of Europeans, Africans, Asians, Indigenous peoples. There is so much pride and astounding contributions from the people who identify with these names. Yet, this concept is also a direct result of the brutal pillage of our indigenous communities, rape of our mother's mother, torture of our father's father. Arauz proposes that Becoming LatinX is a counter-narrative to the concept of Being American. The identity development among LatinX is complicated by the intensifying political intersection of nationality, language, and race, which has significantly impact on how students are educated in this country, particularly those who are labeled or identify as belonging to this group of people. This concept includes all of our diversity and fortifies our solidarity with one another because we acknowledge the healing process from our collective historical trauma of colonization as both oppressor and oppressed. The emphasis of this workshop is to intentionality delve deeper into self-inquiry of identity in a collective space in order to examine our professional practices in a way that generates empowerment to transformative action for the next generation. As participants, you will have strategies to unpack the complexity of this identity and provide language to work with your own community that is empowering for all.

BEING BEYOND: The Bold Art of Healing Ourselves and Our Global Communities through Deep Transformational Dialogue, Powerful Self Expression, and Restorative Circles for Justice and Forgiveness (Beginner)

Presenter: Amikaeyla Gaston

This workshop is intended to help participants unleash their authentic voice and examine individual and communal wounds created by systemic injustices here and abroad. It takes seconds for a conversation to shift from a positive, connection-driven interaction into a negative one and sensitivities surrounding challenging topics in these challenging times that can cause critical and often irreparable communication

breakdown resulting in blame, shame, fear, and guilt. These breakdowns happen because we are not fully present in our interpersonal exchanges, and by using the powerful combination of music, visualization, breath work, film, theater, and dialogue, we will be able to look deeply with compassion into our internal landscape, tap into the deep human connection we all share and forgive ourselves and each other. This restorative circle and space that we create will allow us to begin to shift our perspective, shed our paralysis, and begin to celebrate our inner power and purpose while becoming effective communicators and change makers.

Birth of a White Nation: The invention of white people (Beginner)

Presenter: Jacqueline Battalora

This workshop explores when, where, how, and why the human category "white" was invented. What explains the shift from a social order that depended primarily on economic status to one that is organized first by different categories of humanity such as black, white, indigenous, etc., that by the 20th Century is reasoned to be "race"? The history is one that reveals the human category "white" as a response to secure the interests of the ruling elite (1%) by dividing the majority (99%) from each other. The intersections of class and gender are revealed as integral to the invention of white people. The legal history will be followed by group discussion exploring what this history suggests for us in terms of challenges within the current context. This workshop is particularly valuable for providing a historical foundation that is essential for anyone engaging in anti-racism work today whether that effort is on an individual or organizational basis.

Black Girl Blues: An Examination of Intra-racial Bullying (Beginner)

Presenter: Carolyn Strong

Black Girl Blues (BGB) addresses the long standing issues regarding relationships among black girls. Research shows that black girls are suspended at a higher rate than their white counterparts. BGB looks at these issues from a historical perspective and provides tangible activities that students can utilize in their efforts to problem solve in their everyday lives. Conflict among people often occurs because we do not have the tools to effectively communicate what we are feeling. The presenter gives strategies educators can take back to their respective institutions and work with students to identify and change issues in their communication style. Helping these students to change the way they think about themselves and others around them is key in our quest to make them critical thinkers that are ready to go out into the world and tackle whatever life has to offer them.

Black Girl Magic: Empowering White Moms and Educators (Intermediate)

Presenter: Corrie Wallace

Mirror, mirror on the wall, who's the fairest of them all? This infamous children's rhyme is a testament to the deep rooted hierarchical system of oppression better known as racism that is an integral part of our everyday lives. Since we can't magically peel off our skin, the strong reactions it elicits as we walk through the world in this time of heightened racial visibility is essential to understand. Schools with growing diverse student populations remain staffed by predominantly white women. Politics with discriminatory rhetoric based on hate and a prison system that is fed from elementary school pipelines with disproportionate disciplinary data cannot be ignored. There are more and more white mothers out there raising kids of color. Whether carried and delivered from their wombs or adopted from extraordinary women in unique circumstances, these white women carry a huge responsibility - parenting and teaching children whose skin color is different than theirs. Therefore white adults who have close interaction with Black and Brown babies must understand that love is not enough. You're invited to explore the different messages we all receive based on the skin we're in and how that shapes our racial identity development and sense of self with Corrie, whose mother took her job as a white woman raising black children seriously. Learn strategies to help children develop a strong sense of self and valuing their intersecting identities while working towards eliminating oppression and understanding white supremacy.

Bouncing Back: Building Resilience after Experiencing or Causing Racial Microaggressions (Advanced)

Presenters: Sarah Hershey and Sandra “Chap” Chapman

Psychology professor Derald Wing Sue defines racial microaggressions as “the brief and commonplace daily verbal, behavioral, and environmental indignities that communicate hostile or derogatory racial slights and insults to people of color.” How can people of color bounce back and develop resilience from these insidious remarks and educate white people about the damage of racial microaggressions? How can white people better understand racial microaggressions, bounce back from white fragility, and develop resilience for addressing the microaggressions they commit? Participants will work in racial caucus groups, share within the larger group, and come to a better understanding of how to recuperate from racial microaggressions and how best to address them when they occur.

Breaking Silences (Beginner)

Presenter: Madeleine Rogin

In order for all children to have the skills and knowledge to actively work against racism and bias, parents and educators must deeply engage with these topics, yet research shows that the majority of white parents and educators struggle to initiate conversations with their children and students. What are the strategies that lead to greater competency and willingness to initiate, and stay engaged over time? Grounded in personal story and current research, this workshop offers strategies, resources, an opportunity to practice, and time for questions and discussion.

Challenging White Supremacy in Public Schools (Beginner)

Presenters: Jon Greenberg and Tracy Castro-Gill

The hard truth is that public schools, more often than not, perpetuate White Supremacy. It doesn't have to be this way. Extensive research confirms the existence of concrete strategies that reduce the deep racial disparities in public education, stem the school-to-prison pipeline, and foster antiracist activism in youth, including in White Americans, who are disproportionately disengaged from such efforts. In this workshop, learn from two educators who are leading the struggle for racial justice in Seattle Public Schools, a district in which the #BlackLivesMatterAtSchool movement began, a district that is now boldly expanding ethnic studies to all students, K-12. From these stories, explore the strategies that led to systemic change in an intractable bureaucracy. Drawing on the guidance of the facilitators and the expertise in the room, develop an action plan to bring similar change to your schools and districts. Those fatigued from this uphill battle, recharge your batteries here, hopefully finding support and inspiration – as well as new strategies – to keep fighting.

Changing the Narrative: Storytelling that de-centers whiteness (Intermediate)

Presenters: Nina Hamande and Kyle Anderson

Storytelling is one of the cornerstones of learning. It is how we receive information and how we often ask students to show their learning. Whether students are writing a story in language arts, reading a word problem in math, or learning about the lives of others in social studies, storytelling is everywhere. However, many stories, even those that are about people of color, often put the thoughts, feelings, needs, and norms of white people at the forefront. How can we engage students in dismantling racism if we only teach through the eyes of white culture? This workshop will ask participants to reflect upon their own racial autobiographies and explore the ways in which teachers can engage students using primary source material. We will also examine how individuals tell other people's stories. Participants will examine tools for critically analyzing the storytelling that happens in their own classrooms and uplifting the voices that are so often erased in our white dominant culture.

Changing the Paradigm: Using Social Innovation to Heal, and Engage in Conversations on Race, Power & Privilege (Beginner)

Presenters: Morris Ervin and Keeniun Brumskill

Acts of violence often happen from perceived threats and stories created because of fear. How can we engage the executive functioning parts of our brain to heal ourselves and embrace the power and complexity of our identities? Has social movements in dismantling white supremacy become innovative, or are we still using the same methods of the past to disrupt the system? We have been programmed through media with a coherent set of images to establish values and to give meaning to our identities as well as the identities of others. This workshop will challenge participants to explore their bias and engage in potent conversations around current racial issues rooted in fear such as; police brutality, racial profiling, discrimination, harassment, and immigration. We will face these concerns utilizing mindfulness, non-violent communication, and restorative practices. We will learn to communicate clearly and listen empathically for the needs of diverse populations, creating the quality of connection that will lead to greater understanding, peace, respect, and social harmony. We will spend time deepening into our practice of mindfulness and self-compassion with a goal of bringing these skills into the world for healing and action. We will unify the powers of inner and outer transformation. With a contemplative approach we will nurture our social and emotional competencies to reconnect to the peace within ourselves. From this inner transformation you will be nudged to learn to repair relationships and restore harmony in our communities.

Choosing Authenticity: A Deep-Dive into the Three Selves

Presenter: Ritu Bhasin

As people of color, we're under constant pressure to conform. We've received relentless messages that we should appear, communicate, and behave in ways that adhere to the dominant cultural norm – and we're told that this will lead to acceptance, belonging, and success. We also know that authenticity is critically important for personal and professional joy, and we're often told: "be yourself." But how realistic is this given the societal pressures we face? Most importantly, how can we reconcile these competing messages while achieving the success we desire? To explore this question, global leadership and inclusion expert Bhasin developed a framework called the Three Selves. This framework helps us to understand the nuances and complexities of being authentic across a range of behavioral dimensions and, more importantly, empowers us to choose how and when we are willing to adapt our behavior to achieve our desired outcomes. In this dynamic session, Ritu shares insights from her authenticity work, and provides practical tools to leverage authenticity for personal and professional joy including: What are the Three Selves?, How do the Three Selves impact personal, relational, and professional joy?, The importance of the seven behavioral dimensions, What are the barriers to living as your Authentic Self? And Strategies for showing up as your Authentic and Adapted Self, including strategic adaptation. Come ready to learn key tools in this enlightening session!

Compassion as a Foundation for Anti-Oppression Work (Intermediate)

Presenters: Robin Parker and Joseph Reynolds

Work against oppression focuses on the way power relationships are fixed in society. Power relationships are complicated because they are carried out through ideology, culture, institutions, historical legacies, individual behaviors, and the many ways individuals and groups interact with one another. As the White Privilege Conference enters its twentieth year, this workshop will explore how anti-oppression work can be anchored in compassion, the human journey of holding empathy for others and taking action to address human suffering. We will use the conference theme of "Journey, Struggle, and Inspiration" as touch points for exploring how to operationalize compassion in anti-oppression endeavors. Included in the workshop will be (1) a working definition of compassion, (2) the attitudes and practices that individuals must cultivate to make compassion foundational to anti-oppression endeavors, and (3) the barriers to compassion that undermine anti-oppression principles. This workshop will be of particular interest to participants who seek an often overlooked perspective on why social justice activities are critical to their own lives and the lives of others.

Completely Unpacking the Invisible Knapsack: The Liabilities of White Privilege How White Privilege Hurts White People (Intermediate)

Presenters: Michelle Chalmers and Katrina Fludd

This workshop will offer an opportunity to dig deeper into our own invisible knapsack of white privilege. Participants will be asked to reflect and examine white privilege as a personal liability that affects understanding our own humanity and our human connections. Get ready to dive deeper into the concept of white privilege, past the unearned advantages and examine the harm privilege does to the people who have it. The goal is to enable white people to see it is something we need to work against to restore our humanity and every else's too. If we are to truly fight for freedom, equity and justice for all, we must first find it in ourselves.

Continuing our Journey Contesting Norms of Oppression (Intermediate)

Presenter: Jennifer Chandler

Contesting norms of oppression is not something we can do once or twice and move on, like visiting a town and checking it off the list - done! The intersectional journey we are on to dismantle systems of oppression is an ongoing struggle which includes contesting the norms of oppression enacted in our everyday interactions. Participants in this workshop learn to use a model that explains how dominant social norms operate in groups. Participants learn how to identify norms of oppression and to contest them in ways that maximize their impact. Understanding how dominant social norms operate through the three main ways of interacting with them (i.e., colluding, colliding, and contending) equips participants with an analytical tool they can deploy in their organizations. Dominant social norms in the U. S. perpetuate sexism, nationalism, racism, patriarchy, heterosexism, classism, ethnocentrism, and ableism. Social norms are often learned indirectly because humans are evolutionarily wired to notice dominant social norms and abide by them. How can people mitigate the impact that dominant social norms have in their organizational spheres of influence? Understanding the diffuse and ubiquitous ways in which dominant social norms function assists those who aim to deconstruct dominant social norms. Additionally, that knowledge assists in the design, construction, and implementation of replacement inclusive social norms.

Creating Accessible Classrooms for Marginalized Identities: Applications of Universal Design for Learning (UDL) Framework (Beginner)

Presenters: Katie Leiferman, Jharna Jahnavi, Zoe Ardit, Kymon Harrington, Sterling Duns and Caselli Jordan

Issues including white supremacy, anti-Semitism, sexism, homophobia etc. live in the classroom and there are important ways that professors can design their class and their facilitation to reduce the harm and make the space more inclusive and supportive. We will be exploring how to make the classroom space more inclusive especially for people with marginalized identities, using the Universal Design for Learning (UDL) framework. From the student perspective, we will challenge participants to critically assess inclusivity in the classroom. A more inclusive environment means more voices, and leads to a more generative and liberating environment for everyone in the space. Universal Design for Learning (UDL) is a framework for understanding how to make the classroom space as physically and mentally accessible as possible for all students. Rooted in disability discourse, it acknowledges that every person thinks and learns differently while also aiming to replace individual accommodations with greater overall classroom accessibility. A crucial question at the heart of UDL, that we want to explore, is how do we design an inclusive learning environment?

Creating and Supporting Resiliency for People of Color doing Racial Justice Work (Intermediate)

Presenters: Nicole E. Cozier and Natalie J. Thoreson

For people of color, the daily task of navigating discrimination, microaggressions, internalized subordination, fear of violence, and all of the other manifestations of racism is stressful, debilitating and

traumatizing. This is further compounded for those who choose to engage in social justice work. The emotional labor and added burden of educating white people about their privilege, institutionalized racism, and implicit bias, and navigating the resistance, push-back and fragility that is inevitable in that work, takes a deep toll on the mental and physical well-being of POC social justice advocates. The result is that far too many people of color in the social justice spaces burn out or battle the adverse impact of stress and trauma in other ways. In this workshop, we will explore the psycho-emotional costs of doing social justice work as people of color, the importance of self-care and developing resiliency, and discuss ways of developing effective practices that support resiliency in order to ensure the long-term health and well-being of social justice warriors. This session is designed as a space for people of color engaged in social justice work. In this workshop, participants will explore the consequences of doing social justice work, understand what resiliency is, identify what gets in the way of resilience and share practices of self-care and cultivating resiliency.

Creating Socially Just Organizations: Dismantling Institutionalized Racism and White Supremacy (part 1) (part 2) (Intermediate)

Presenters: Kathy Obear and Jamie Washington

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 ~ much less dismantle the institutionalized racism and white supremacy inherent in most organizations. How can change agents create inclusive organizations through systemic, long-term culture change? Come explore promising practices and lessons learned from strategic organizational change efforts to create inclusive, socially just organizations. Participants will receive a workbook of materials to use as they create systemic, sustainable change in their organizations.

Critical Race Theory: The Law, Coalition Building, and Social Justice (Beginner)

Presenter: Adrien Wing

Critical Race Theory is a progressive movement within the law that focuses not only on theory, but also on practical legal and political solutions to racism and subordination. This workshop will use a critical race theory perspective to focus on how the law can deal with correcting white economic and educational privilege. It will emphasize coalition building strategies that organizations and individuals can use to effect social justice on the international, national, state, and local levels.

Cultural Resilience: Identifying the brilliance in each student to generate 100% engagement (Beginner)

Presenters: JuanCarlos Arauz and Ilalo Kalika

If we do not change the test, we cannot change the game. In this workshop, we explore the "real tests" that we may consider as a method to assess 21st century skills for student. Change the game by removing narrowly defined assessments on intelligence. We know our educational system does not have a leak-it is broken! This failure impacts all students, especially underachieving Black, Brown, & Red students who are most marginalized in their school communities. Participants will gain insight to how educators can take the resilient stories of our youth and translate this into student achievement. Dr. Ladson-Billings states there is not an educational achievement gap, rather an educational debt owed to society. The reality we face is that we must redefine educational excellence where every student, regardless of starting point, is engaged and expected to thrive in a culture of academic success. What if we had a strength-based approach and had the key to translate those strengths into success in the classroom and workplace? This workshop explores how to critically shift our perceptions in a culturally competent manner around skills that are needed for students to be successful in the 21st Century. Participants will learn how to assess the 5 essential 21st century skills required in a global society and how to measure their students with this new tool. Participants will define Cultural Resilience and compare its competencies to their own life experiences. Participants will learn how to assess the 5 essential 21st century skills required in a global society and how to measure their students with this new tool.

Participants will begin the process to address how to reach high achieving students & low achieving students at the same time. Participants will learn how to generate 100% youth engagement using a Critical Pedagogy Framework.

Dangerous Negroes & Bad Hombres: The 2 Decade Privileged Assault on Black & Brown Manhood (Intermediate)

Presenter: Bryant K. Smith

"Dangerous Negroes & Bad Hombres" is a multimedia experience that seeks to answer the question, ""Does Black and Brown male life matter?"" It is a historical examination of Black and Brown male experiences in America including how White supremacy and privilege are validated through emasculation, criminalization, and subjugation of Black and Brown men. The program also exams how contemporary events over the past two decades such as the United States Presidential elections, and the deaths of Black and Brown men at the hands of the police all impact the narrative that Black and Brown men are dangerous, bad, and in need of control and/or extermination. Critically engaging in its presentation this program will have audiences re-evaluating their views on White privilege, racism, manhood, and social justice. Attendees will examine the experiences of Black and Brown males in the United States of America and the impact of globalizing negative perceptions of Black and Brown males, contextualize the incidents surrounding Black and Brown male homicide as systemic and reflective of white supremacy, propose strategies for framing and addressing negativity directed toward Black and Brown males, reintroduce Black and Brown males as human beings worthy of life, liberty, and the pursuit of happiness on a global level and empower Black and Brown men to be resilient in their pursuit of education.

Dealing with Racist and Other Inappropriate Comments in the Classroom (Beginner)

Presenters: Stephanie Logan, Victoria DeFrancisco, Susan Hill and Karen Mitchell

Many of us find it challenging to handle racist or inappropriate comments in the classroom. Such comments often take us off guard, and can be very difficult to handle well. This workshop focuses on: 1) the kinds of comments we should be attentive to, including racial microaggressions; 2) how we can build classroom communities that create a respectful context for handling racist and/or inappropriate comments; and 3) using scenarios to practice our responses to such comments, because the best way to handle inappropriate language is to be prepared to do so!

Dealing with the White Supremacy in Us (Intermediate)

Presenter: Donte Curtis

Come join this highly interactive workshop as we explore the ways that white supremacy is harming us and the work that we do. We will reflect on how the dominant culture shows up in us (White Folks and People of Color) and will be given tools and strategies to stop the cycle. This workshop will use the collective wisdom in the room to foster new ideas and think about what is possible when we all do our internal work.

Decentering Whiteness and Building Multiracial Community (Intermediate)

Presenters: Jeff Hitchcock and Charley Flint

Our society is currently centered on white cultural values, and access to power and resources requires that people adhere to those values. This is an inherently unjust and inequitable condition in a multiracial society. One way to re-imagine this social structure and make the transition to one that is fair is to engage in a process of decentering whiteness. White culture, in other words, must become marginal, just as cultures of color currently are. The center of society needs to be replaced with multiracial values. These two goals are interdependent, and neither can be accomplished without the other. Attempts to make the center of US society multiracial will fail unless whiteness is itself decentered, and whiteness cannot be decentered unless an alternative set of values replaces its central role. This workshop will examine how whiteness can be decentered, what it means to center multiracial values, and the implications for current

anti-racist practice in the United States. What will a decentered whiteness look like? What shifts need to take place in white organizational culture? How will decentering whiteness help us undo systemic racism? What skills will a decentered white person need? What are multiracial values and who decides? What sorts of personal transformations might people be called upon to make? We will look at these and other questions.

Deconstructing RACE and Privilege a Biological Perspective of DNA Construction (Intermediate)

Presenter: Quincey L. Daniels

THE CONCEPT OF RACE is the elephant in the collective American living room. It affects how we think about virtually every aspect of our society and culture and yet we struggle to talk about or even define it. In this workshop, discussion will be held regarding a very unique analysis of DNA variants of how over 200 years in the making caused some “Quirks” in the societal construct of what is considered White-Black and all those in between. Discussion will also be available to address how to work within the social construct and change the perspectives of majority members.

Deconstructing Whiteness: The Force/Counterforce of Privilege (Intermediate)

Presenter: Curtis Linton

White people historically rely on people of color to explore race, rather than examining their own experience to understand privilege and institutionalized racism. This leaves anti-racist white people inauthentically dependent on others to define the reality of their racial experience. By deconstructing whiteness, we can explore the reality of racial inequities by examining four forces of privilege: subconsciousness, mono-culturalism, individualism, and primacy, defined as placing our own beliefs and experiences as just better than others from more diverse backgrounds, and the four direct counterforces of knowledge, diversity, collectivism, and empathy practiced through mindfulness. Whether white people choose to acknowledge or not these characteristics, society continues to grant them racial privilege day-in and day-out. That’s why these are forces pushing privilege ever forward, regardless of our personal beliefs and attitudes about racial equality. By authenticating your own role in our ever-diversifying world, become an active and equal partner in the fight for racial equity rather than just a tolerant ally.

Deconstructing Whiteness: Using affinity spaces to engage white people in antiracist work (Intermediate)

Presenters: Michele Enos and Student Panel

With the current political climate and continued documentation of overt racism and police brutality, now, more than ever, do white people need to understand the difference between being a “good white person” and doing “antiracist work.” During this interactive session, participants will learn about a six-week affinity space created for white students at Northwestern University titled Deconstructing Whiteness. Using a Critical Race Theory lens, and Helm’s White Identity Development Model, the facilitator will share with participants the activities, readings, journal prompts and agendas used to create this intragroup dialogue on whiteness, as well as how this workshop has been adapted for staff, faculty, and other organizations outside of Northwestern. Participants will explore how they can use these resources to create and/or engage in an intragroup dialogue in their own communities and organizations, as well as prepare for the barriers they may face in the implementation process. Finally, this session will conclude with a small student panel, consisting of 1-2 students who have completed the Deconstructing Whiteness workshop. Participants will have the opportunity to engage with students to better understand impact and takeaways as well as honest and critical feedback.

Deepening Cross-Racial Dialogue Using Contemplative Practices (Intermediate)

Presenter: Tanya O. Williams

Many of us desire authentic, meaningful cross-race conversations, but are often face barriers and disappointment. Often in cross-racial dialogues and interactions, the ways that we have been socialized

and dehumanized by systems of oppression are present in our attempts to build bridges and connections. These patterns can breed mistrust, a lack of empathy and compassion, fear, and shame in groups that are marginalized and privileged by systems of oppression. This workshop will explore the systemic power dynamics that are in place in cross-racial social and professional relationships and how we can use contemplative practices to begin, deepen and remain in cross-racial conversations and collaborations.

Developing a White Anti-Racist Affinity Group (Beginner)

Presenters: Libby Nuss and Kaitlin Wright

Participants will explore the purpose and importance of white anti-racist affinity groups in their communities. They will discuss possible group norms, intentions, and opportunities for accountability both within their group and to their community. The workshop facilitators will share successes and challenges they have experienced as well as curriculum ideas. Participants will come away with a clearer understanding of the purpose of white anti-racist affinity groups as well as the necessity of accountability and community. Additionally, participants will gain a set of practical tools and resources to create a white anti-racist affinity group within their community. No prior experience is necessary. This workshop is open to participants of all racial identities.

Developing Impactful White Affinity Spaces (Intermediate)

Presenter: Kathy Obear

Racial justice work has stalled in far too many organizations. Race-alike affinity work can provide the necessary spark to awaken whites to the critical need to step up to partner with and follow the leadership of people of color to dismantle racism and white supremacy in our organizations and community. In this engaging, interactive session, participants will experience and review proven tools and approaches for developing, implementing, and facilitating meaningful white affinity spaces. We will discuss strategies to address the predictable resistance and barriers they may face as they work to build affinity spaces. Participants will receive a packet of resources to use back in their organizations. This session should particularly benefit people with positional responsibilities for equity and inclusion as well as those who currently or aspire to facilitate white affinity spaces. Participants will deepen their capacity to: identify the intended outcomes for various types of white affinity spaces, experience proven tools and techniques for developing community and creating brave spaces for white to identify and disrupt Internalized Dominance and shift their racist attitudes and behaviors and discuss ways to engage the predictable resistance to sponsoring white affinity spaces.

Dismantling the Racism Machine: Myths Taught to White People that Perpetuate White Supremacy (Beginner)

Presenter: Karen Gaffney

Why is it that white people have such powerful beliefs that make it so challenging for them to acknowledge the persistence of systemic racism and their participation in these systems? This workshop will identify 3 core myths that white people are taught that contribute to the perpetuation of white supremacy. For example, white people are taught that human races are biologically distinct, when race is actually a social construct. Second, white people are also taught that race, including whiteness, has always existed, when in fact race is a relatively recent invention created to divide and conquer the masses and protect the elite. Third, white people are taught that racism occurred in the past, and that problem has been resolved, when in reality systemic racism persists. These myths are so powerful because white supremacy, patriarchy, and capitalism are interlocking forces. This workshop will give participants an opportunity to apply the ideas presented and create an action plan.

Dismantling White Supremacy: 12 step to Recovery from White Conditioning (Beginner)

Presenters: Cristina Combs and JuanCarlos Arauz

In a 2014 interview, Ta-Nehisi Coates, a senior editor at the Atlantic, explained: “We talk about race a lot, we do...I don’t think we talk about it in depth as much as we should...we start recognizing that there’s something congenital...The honesty that that takes, the courage that takes, the strength that takes is pretty profound.” It is our hope that the 12 step journey ahead of you will inspire you: to summon profound honesty, courage, and strength; to apply those qualities in pursuit of a deeper understanding of yourself and others; and to invest in a life long journey of recovery from white conditioning. As Paulo Freire asserted: “No one can be authentically human when he/she prevents others from being so.” Join us as we examine the ways in which white supremacist ideology lives in us and around us, whether we’ve invited it in willfully or not. Join us as we move actively toward our own freedom and fullest version of our humanity by fighting against and recovering from white supremacist teachings.

Eco-Feminist Sustainable Communities Fight Back against Social, Racial and Environmental injustice (Beginner)

Presenter: Ashley Coffey

Damanhur Italy was founded in 1975 with around 24 followers, and by year 2000 that number had grown to 800. The group holds a mix of New Age and Neopagan beliefs which reflect their mission to restore the world to a peaceful cohabitating place. Damanhurians believe in creating oneness with the planet and humankind which will ultimately save the planet and humankind from self-destruction. Damanhurians do this by shedding light on how social, racial and environmental injustices are rooted in everyday life. This community then lives by example to show it is possible to live without these cycles. This community is truly a culture that demonstrates a different way of life; life with equality, diversity and people living as one with the planet. This United Nations award-winning sustainable eco-community is dedicated to sharing their way of life so others may replicate it all around the world; and that is exactly what is happening.

Empathy Gap: Assimilation through Aesthetics (Advanced)

Presenter: Amy Offenbach

It is well documented that during the civil rights movement, Jewish people and African Americans worked together in solidarity to fight against acts of racism and anti-Semitism. However, more recently, there seems to be an empathy gap that exists between Jews and people of color. While both groups continue to be marginalized, there does not seem to be the same level of solidarity as there was in the past. We will work to examine the circumstances and emotions that have led to this change. We will discuss intersectionality of race and religion and how the importance of isolating race helps us to understand how certain marginalized groups can still benefit from institutionalized racism because of their skin color. We will work to examine how deeply white supremacy runs through our country given the fact that even people who have been persecuted, such as Jewish people, have still been able to benefit from the systems currently in place. This is largely due to the option of assimilation for white Jews.

Engaging in Anti-Racism as Asians/Asian Americans: My Story, Your Story, Our Stories (Beginner)

Presenters: Hsiao-Wen Lo and Jondou Chen

Even now, in 2019, many see racism as a Black/White issue. Despite our increasing numbers, visibility, and influence overall, Asian and Asian American anti-racism activists seem fewer and far between. What is going on, and how does White Supremacy play a role in this dynamic? Hear the stories of two Asian Americans and share your own. Discuss the challenges and opportunities of showing up in anti-racism spaces as who we are. Connect with other like-minded folks and build coalitions across affinity and differences.

Equity 101: A Framework for Student Success (Intermediate)

Presenter: Curtis Linton

When educational equity is present in the classroom, all students receive the individualized support they need to reach and exceed a common standard or expectation. With Equity 101, engage in a gateway learning experience that helps educators of diverse students understand what is equity, how to approach equity as a framework rather than a strategy, and how to achieve equity for all students by applying equitable classroom practices, developing cultural competency, and becoming a leader of educational equity. Equity 101 presents the Equity Framework, which leads schools to lifting all students to high levels of success and is based upon highly diverse educational institutions that have eliminated achievement inequities. Through the lenses of personal, professional, and institutional work, get honest about the impact of race, gender, economics, culture, ethnicity and difference on the educational experience of today's every-diversifying student body.

Everybody Wanna Be Nigga, But Nobody Wanna Be a Nigger: The Mis-Education of Nigger(a) and the Historical Understanding of the Evolution of Nigger #StillNigga! (Beginner)

Presenters: Kenneth Turner, Alexander Hines and Marcel-lus Davis

Nigger/Nigga is the most pejorative, exploited, offensive, socially acceptable and capitalistic word in the history of the world specifically as it pertains to the misconception of the word being Black/African/African American culture. We will examine and critique its history, present day usage, its global popularity and the future of Nigger/Nigga and learn how to use the word as an educational training tool. This workshop will contain extremely sensitive language and engage in understanding the problem, cause, barriers and engaging in discourse to finding a collective movement focused on resolving an issue plaguing our public schools, college campuses, communities, African/African American culture and society.

Examining and Challenging the Intersections of Patriarchy and White Supremacy (Advanced)

Presenters: Natalie J. Thoreson and Nicole E. Cozier

"Without an ethic of love shaping the direction of our political vision and our radical aspirations, we are often seduced, in one way or the other, into continued allegiance to systems of domination—imperialism, sexism, racism, classism.... I conclude that many of us are motivated to move against domination solely when we feel our self-interest directly threatened. Until we are all able to accept the interlocking, interdependent nature of systems of domination and recognize specific ways each system is maintained, we will continue to act in ways that undermine our individual quest for freedom and collective liberation struggle." ~bell hooks

In this facilitated conversation attendees will be asked to collectively explore and unpack the intersections of patriarchy and white supremacy. Often, the impacts of patriarchy are ignored in conversations related to white supremacy, so people who are affected by one may not question the other. Additionally, the construction of patriarchy is underpinned in white supremacist ideals and beliefs. Unexamined patriarchy creates division in our allied movements, thus strengthening white supremacy and inhibiting understanding, respect and connection. Patriarchy and white supremacy are intricately woven together. Combatting one, while reinforcing the other, inhibits action toward positive change. This session aims to highlight the intersections of these two forms of oppression and support participants in identifying ways to deconstruct both, in service of equity and change.

Exhibit 14-B: An Equal Rights Approach to the First Amendment (Advanced)

Presenter: Sherard Robbins

Civil liberties and civil rights are fundamental policies and rights that are guaranteed to the American people by way of the United States Constitution. These liberties and rights, inalienable and guaranteed, protect U.S. citizens from discrimination, suppression and other forms of intrusion while holding public entities and federally funded institutions accountable; but for whom are designed? The topic of civil liberties often arises when addressing issues of controversial language on college campuses. Past efforts to monitor, contain and deal with hate speech, specifically, have resulted in numerous challenges on college and university campuses, as well as organizational grounds. In spite of newly developed

initiatives, the creation of new programs, and changes in curriculum, tense situations continue to present themselves in the name of free speech. This is due largely to the fact that the First Amendment is not fully understood by most administrators. Oftentimes when free speech is argued, it is done so as an emotional response to an event rather than an articulated look at the language of the law. This workshop examines the intersections between civil liberties and civil rights on organizational grounds using the First and Fourteenth Constitutional Amendments, and Systemic Whiteness as structural frameworks. Through exploration of the Equal Protection Clause of the Fourteenth Amendment and Shannon Sullivan's Ontological Expansiveness theory, this session identifies the ways in which basic human rights are overlooked in Free Speech solutions on college campuses and offers a response to the longstanding conundrum of respecting civil liberties while supporting civil rights at public institutions. This session should particularly benefit participants who work with free speech rights and/or issues in campuses or organizations, students who serve in advocate groups, and individuals interested in or who work with Constitutional law.

Exploring Our Identities & Privileges: Who We Really Are and Why It Really Matters (Beginner)

Presenter: Rich Russo

What are your privileges? What are your social identities? How do these make you who you are -- and who would you be without them? This highly interactive, experiential workshop utilizes discussions, small group work, activities, and self-reflection. We will explore and challenge the value of our social identities and privileges, both in our daily lives as well as in the larger world. With focuses on Race, Ethnicity, Gender [Identity & Expression], Sexual Orientation and Age, this workshop will address multiple forms of oppression and privilege, especially White Privilege and Supremacy.

Faculty of Color and Collective Memory-Work: The Self as a Method for Examining White Privilege (Intermediate)

Presenters: Ramon Vasquez, Rochonda Nenonene, Novea McIntosh and Corinne Brion

This workshop will provide attendees an opportunity to use the method of collective memory-work to engage in a process of examining the way white privilege constructs existing relations and social formations in higher education, particularly for faculty in teacher education programs (TEPs). Collective memory-work is an intervention that seeks to contextualize individual experience within a collective social experience. For this reason, this workshop will include a detailed exploration of the intersecting and complex experiences of three diverse faculty of color working in a predominantly white institution (PWI). The collaborative nature of collective memory-work makes it an ideal method for a variety of intercultural approaches for uncovering and disrupting white privilege. The three TEP faculty leading this workshop include: A Chicano man, an African American woman, and a black woman from Jamaica. Some of the experiences examined will include: (a) working as an African American woman under the gaze of well-intentioned, but deficit minded white faculty, (b) understanding the intersecting oppressions faced by a black educated female immigrant, and (c) reflecting on specific incidents of epistemic violence in the everyday experiences of a Chicano man working in early childhood teacher education. All workshop attendees will be able to share and grow from their participation in a variety of carefully designed interactive learning activities. Attendees will also learn how to use collective memory-work to understand how white privilege silences and harms people of color who seek to mobilize for ethical imperatives related to racial justice.

Faith & Race (Intermediate)

Presenter: Michelle Marks-Osborne

Faith & Race is an interactive, introspective, and high-spirited discussion on the intersection of faith and race. Engaging in a difficult subject that is often only discussed in hushed tones, we are removing the stigma and fear by having this very necessary discussion in an open, honest, and compassionate environment that is intended to inspire forward movement. Taught from a Christian perspective, participants are invited to survey their faith and how their views on race impact the way their faith in

exercised and exhibited in the world. Leveraging the words of Moses, Jesus, the Prophets, and the Apostles, we will walk through what the Scriptures say about race and the lessons that we can learn from the early Church. We will also leverage the words and teachings of Rev. Dr. Martin Luther King, Rev. Jim Wallis, Rev. Dr. William Barber, Rev. Florence Spearing Randolph, and others as we look at where we have been, where we are, and where we are going. Topics that will be covered include colorblindness, inclusion and equity in the local church, how bias harms the Church and “Segregated Sundays”.

From Struggle to Inspiration: Ending the White Guilt and Shame Spiral (Intermediate)

Presenter: Shelly Tochluk

The journey into anti-racism for white people often includes internal struggles with guilt and shame. More often than not, heavy doses of guilt and shame lead to destructive interaction patterns. This includes white people interacting ineffectively with both people of color and other white people. This workshop will examine how white supremacy culture’s norms of perfectionism and either/or thinking produce guilt and shame responses in white people. Participants will identify various destructive patterns and how they undermine racial justice efforts. With this knowledge, participants will consider how to make strategic choices about future interactions, leading to a more inspired, stable, and useful approach to anti-racism. By the end of the workshop participants will be better able to support themselves and other white people on the journey to becoming more effective solidarity partners.

Growing White Anti-Racists: The Journey of White Caucusing at WPC and Beyond (Intermediate)

Presenter: Shelly Tochluk

What is the value of white anti-racist affinity groups? Does it make sense for white people to engage other white people in a journey toward anti-racism without direct, ongoing input from people of color? How have people struggled to navigate the pros and cons of these groups? How can white affinity groups inspire an intersectional understanding of power and privilege? This workshop will provide a historical overview of how WPC has been an essential site for discussion, disagreement, and evolution in the thinking around how white people work with other white people. Participants will consider the wide range of approaches white people have used when starting anti-racist white caucus (affinity) groups, attitudes that support their effectiveness, and cautions regarding how they can reinforce destructive patterns.

Healing our Way to Hope in the Face of White Supremacy (Intermediate)

Presenters: Muhibb Dyer and Kwabena Nixon

Presenters use the art of spoken word and motivational storytelling to paint a picture of the dismal reality of inner city living caused by the systematic onslaught of white supremacy. The purpose of the workshop is to get participants to empathize with the humanity of Black people as opposed to subscribing to the negative portrayal of their image in the media and the racist beliefs espoused by the current political administration; that proclaims the ideology that there are throw away nations, neighborhoods, and people (the censored version) that should not be afforded the same privileges of white Americans! The presenters engage the audience in a cathartic writing exercise in an attempt to help the participants identify the cancer of white supremacy that lives in us all. It is the belief of the presenters that only through self-reflection and honesty, concerning the impact that this social disease has had on us personally, that we can begin the healing process that will give us the hope of realizing a brighter tomorrow white supremacy free.

How to Explain White Privilege to a Skeptic: Interrupting Patterns of Privilege and Power (Beginner)

Presenter: Debby Irving

Using a series of pointed questions, Debby works with participants to build a graphic map of the groups people belong to because of social locations and roles in U.S. history and society. Participants will think

together about how various groups have and have not had access to rights, resources, and respect, ultimately revealing the social positioning and impacts of white supremacy and dispelling illusions of a level playing field. Once the graphic has been created, Debby leads participants in an exploration of social dynamics and dominant cultural attitudes and behaviors that perpetuate power and privilege patterns, even when best intentions are in play. Participants will leave with two powerful tools to analyze power dynamics and cultivate transformative cultures in their circles of influence. This presentation is highly interactive and impactful for those new to the topic or deeply versed in it.

Identifying IDENTITY (Intermediate)

Presenters: Desmond Beach, Gil Gallagher and Jaclyn Zarrella

Workshop presenter saw a need in their school community to understand whiteness as a racial identity and to expose their students to some of the current research around how white people form positive (anti-racist) identities. Our Identifying IDENTITY, a five-day in school conference for 9th-graders, was created to help our students define and recognize white privilege and white supremacy. One of the challenges associated with white privilege is the silence that often accompanies it. They wanted to break that silence and to empower their students with tools to do so in their own lives. In this workshop, you will hear how they developed the program, reactions from parents, and student feedback. This type of programming was the first in their school's history. They will also share the challenges and obstacles the Dean of Curriculum, Dean of Community and Culture, and History Department Chair encountered while building the conference.

Indigenous identity: 500 years of White Privilege (Beginner)

Presenter: Donna Chrisjohn

1491, Indigenous peoples of the Americas had their own identity. 1492, it all changed. For 500 years Indigenous peoples have been fighting for their identity. Do you know how many nations are in the North America? Do you know how many different original languages are spoken in North America? Answers to some of these questions that history books didn't teach you.

Interrupting White Supremacy, White Privilege, and the Cycle of Oppression through Visual Storytelling (Beginner) Women* are invited to SAY IT-SEW IT-AIR IT OUT

Presenter: Andrea Downs

"We all have a story to tell. Like so many women, my story began before my ability to tell it." As women*, we are told that our stories don't matter and aren't valued. We are silenced. [*cis women, trans women, trans-femme, and non-binary folx]

Downs participatory, ongoing and national-reaching project, "Airing Out the 'Dirty' Laundry" creates opportunities and spaces for women to share and reveal our stories of strength, unity, and resistance of oppression, injustice, and exclusion through visual storytelling. As women we are in a unique position to have experienced supremacy, privilege, and oppression. When we reveal our stories, we create the possibility of shifting the narrative. Airing Out the "Dirty" Laundry is a catalyst for women's voices, a call to gather together, opportunity to listen and to be heard, and to foster the love and understanding that resists hate and injustice. The success of this project relies on the diversity in terms of race, sexual orientation, sexual identity, religion, and experiences in all system of power, privilege, and oppression of the women that choose to participate. Workshop participants will have the opportunity to share and reveal their story by creating a piece of visual storytelling that connects with the purpose of the project. They will have the choice to contribute their piece to be joined with the other stories on clotheslines and as a part of ongoing installations of Airing Out the "Dirty" Laundry.

It's OK to be White?: The Necessary Journey to Interrupt White Supremacist Recruitment and Inspire Action (Intermediate)

Presenters: Shelly Tochluk and Christine Saxman

“It’s OK to be White” flyers posted on campus. White supremacists recruiting in online video games. White supremacists infiltrating mainstream politics. What do we need to know about the recruitment tactics of supremacists (e.g. White Nationalists, the Alt-Right, the Light Right)? How do their appeals work? Anti-racist white people must know what to look for and how to share this information within their white communities in order to support the resilience and power needed to build positive, white anti-racist identities. This workshop will provide an overview of the various tactics employed by white supremacist groups and what makes them so effective. Participants will leave this workshop inspired to take on the struggle to learn more and take action in their communities.

Journey to Empowered Identities: Deconstructing the Culture of White Supremacy and Privilege through the lens of Racial and Ethnic Identity Development of a Korean Adopted American (Beginner)

Presenter: John D. Palmer

The Dance of Identities delves into identity explorations and reflections through the lens of a Korean adult adoptee's journey to discovering his multiple and complex racial and ethnic identities. The presentation specifically investigates the notion that there is an authentic Korean, authentic White, and authentic Korean adoptee identity. The very nature of being raised in culturally White informed homes and communities by White parents, while at the same time they are genetic/phenotypic Korean forces us to add new questions regarding racial classification and terminology such as sellout, banana, and White wannabe as they redefine what it means to be Korean, Korean adoptee, Asian, and White all at the same time. Thus, the presentation is larger than just the Korean adoptee community. As a researcher and educator of color that focuses on race relations, it is my belief that through understanding how racial identity development impacts people’s lives, then we can develop a stronger understanding of the complex influences that race, white supremacy, and privilege have upon our society.

Journeying from the CORE (Beginner)

Presenter: CORE + Petra Lange

Inspiring changes in anti-racist spaces come from youth, and in this engaging workshop, high school students will lead participants as they actively explore strategies that work to connect and motivate high school students to create change in their classes, schools, and community. Students from C.O.R.E. (Community of Racial Equity) for Advancement will explain how this student-led group (created to support students of color in AP, IB, and dual-enrollment courses) could within five years grow across an urban district and throughout three suburban schools. C.O.R.E. students examine how the institutional foundations of education were constructed from white supremacist ideals and continue to manifest in ways that limit the academic achievement and personal growth of students of color. In an effort to mitigate the effects of institutional racism in advanced courses, C.O.R.E has taken steps to galvanize through community activism, policy advocacy, student support, and educational opportunities.

Latinx Identity and Power: Deconstructing White America (Beginner)

Presenter: Olmeca

Through, art, dialogue and presentation, this workshop provides the space to question white narratives about America and problematizes via Latinx examples of resilience and power. Latinx community continues to grow. Yet, as it grows in population, it continues to exist in the margins succumbing to hateful rhetoric. This is because white heteronormative processes refuse to change even as “American” demographics continue to change, grow, and move away from what, according to Trump, was “great” about America. We will look at Latinx identity and power in the context of economy, politics and culture. I will provide examples of what anti-systemic thinkers such as Raul Zibechi, Dr. Sara Miller, Dr. Cacho and others provide, specifically if we are to survive white supremacy, we need another way of looking at the world and create one that provides a true sense of collective worth. We will explore how “Representational” processes can break the psyche of oppression that comes from internalizing the belief that the Latinx community is “a newcomer” or a new demographic that ultimately doesn’t have

enough history in the U.S. to merit any decision-making power and that we are “ni de aqui ni de alla” or the internalized concept that we are neither from the States or from our family’s country of origin forcing us to forfeit the ability to demand justice because we don’t belong. Let’s get into it! This workshop is welcoming to all! It’s about bringing “in” folx into the conversation and having a collective understanding!

Leading a Learning Culture of Justice: Helping teachers identify and dismantle barriers to inclusion and equity through a comprehensive book study using “The Guide for White Women Who Teach Black Boys” (Intermediate)

Presenters: Andrea Mehall and Lindsay Cherry

Are you frustrated by the inherent inequities that exist and persist in our current education system? Are you motivated to better understand, respect, and connect with students, so that education might one day work for all? Are you ready to move beyond theory and into action, to unleash the fullest human contributions of young people AND their teachers? Are you ready to LEAD that critical work in your local community? This interactive session will help participants plan and prepare for a comprehensive book study, using “The Guide for White Women Who Teach Black Boys,” learning with two public school educators who did exactly that in their community. In a self-reflective and collaborative workshop, presenters will tell the story of their book study, sharing strengths and challenges, valuable resources, next steps, and ways to navigate systemic obstacles to successful implementation, while networking to identify peer-support and accountability. Participants will leave motivated and prepared to plan and facilitate a high-impact book study, using “The Guide for White Women Who Teach Black Boys” in their own community.

Leveling the Playing Field: Interrupting Patterns of Power and Privilege (Intermediate)

Presenter: Debby Irving

Using a series of pointed questions, Debby works with participants to build a graphic map of the groups people belong to because of social locations and historical roles in U.S. society. Participants will think together about how various groups have and have not had access to rights, resources, representation, and respect, ultimately revealing the social positioning and impacts of white supremacist design and dispelling illusions of a level playing field. Once the graphic has been created, Debby leads participants in an exploration of social beliefs, attitudes, and dynamics that perpetuate power and privilege patterns, even when best intentions are in play. Participants will leave with two powerful tools to analyze power dynamics and cultivate transformative cultures in their circles of influence.

Looking to 2040: Steps to Sustainable Equity & Inclusion in Independent Schools (Intermediate)

Presenter: Jada Monica Drew

Ultimately, schools need to consistently re-evaluate and develop DEI strategy that is embedded into the social and cultural fabric of the school’s ethos. Participants will engage in honest dialogue and troubleshooting of HOW to foster a new culture of inclusion for EVERYONE by transforming the organizational fabric by balancing tradition and forward-thinking. Using the Social Designs Equity & Inclusion (E&I) Guide, the presenter will guide you step by step in developing or continuing a sustainable E&I strategic process. The school community will be as effective as the overall commitment of its leaders to fully leverage dedicated internal leaders and past and current initiatives. Then schools will join the ranks of organizations that successfully leverage their leaders, staff, student leaders, and dedicated parents to improve the organization’s leadership development process, to drive results, to forge relationships, and to ensure alignment between their business and diversity strategies. At the end of the session you will have a blueprint for next steps and tools for starting difficult dialogue at your respective campus. Participants will also learn about successful equity and inclusion models of creative action within schools.

Moving Justice Beyond Anti-Oppression: Centering Wholeness and Healing in 2019 (Intermediate)

Presenters: Jondou Chen and Motoko Maegawa

This session will provide a facilitative framework to move social justice from focusing only oppression and resistance to also including wholeness and healing. We will introduce participants to the National SEED Project (Seeking Educational Equity and Diversity), a 32-year-old facilitation training program that centers learning and relationship-building as necessary for individual and collective justice. Our method is grounded in gathering people together in intentionally-structured and ongoing conversations where people reflect within themselves, share stories, and participate in experiential learning about social systems in order to grow capacity for change. This session should particularly benefit those who are committed to taking active leadership roles in building more just institutions, organizations, and communities.

Nuestra Alma Latina: Nurturing and Embracing Our Latinx Soul (Beginner)

Presenter: Silvia Salazar

This workshop intends to create a contained, safe, and comfortable space for self-identified Latinx people to explore their ethnic and racial identities while building awareness of the effects of White Supremacy in their identity development. Participants will be able to share and process personal experiences in small discussions groups. This workshop seeks to provide a space where Latinx people can build community, receive and give support, and develop empowerment.

On the Margins: Thriving as a new leader from underrepresented communities (Intermediate)

Presenter: Tamisha Williams

The first years of leadership present challenges, whether one is promoted internally or joining a new institution. Serving as a supervisor, engaging in difficult conversations, and/or developing programming for adults requires tremendous mental and emotional energy. Navigating organizational culture is especially complex when one embodies historically marginalized identities. This workshop invites new leaders from underrepresented backgrounds to come together and reflect on best practices, gain tools, share stories, and build a support network with one another. This workshop will offer practical tools, case studies from direct experience, and shared advice for entering into a new role. Participants will leave with a renewed sense of purpose, thriving as leaders who leverage differences as a source of strength.

Our Stories Become Us (Intermediate)

Presenters: Norma Johnson and Holly Fulton

Systems, Words, Stories, Impact. How do our stories become us? History, ancestors, slavery, internalized oppression, white privilege, white supremacy...all powerful concepts shaped by story, words and perception. They impact us, we impact each other, and that creates and sustains the systems we live in. How do we use and experience words and stories in our everyday lives? Through their unique performances of poetry, monologue, and compelling dialogue, the facilitators will bring live conversations of everyday race, white privilege and white supremacy into the room. In this fun, creatively engaging, and challenging workshop, participants will discover how we can use our own stories to empower, inspire and educate; and understand how powerful we are in our everyday lives to change the story of white supremacy. Bring your writing materials and inspired voice and get ready to dive into the most fascinating story of all... Your own!

Persistence, Disturbance, Transformation: 20 years of WPC + 25 years of The Color of Fear (Intermediate)

Presenters: Hugh Vasquez and LaShawn Route Chatmon

This session will explore how 20 years of WPC and 25 years of "The Color of Fear" provide learnings and insights into current day social justice efforts. History reveals that social justice will not come about without disturbance, persistence and a deep sense of linked fate. In addition, we have to have the courage to take action without knowing if our actions will make a difference. WPC and The Color of Fear are two examples of efforts that exemplify transformation when it comes to race and racism. This session

will highlight lessons that can be applied to current social justice challenges and engage participants in thought-provoking ideas to continue working to transform society where everyone belongs and inequities diminish.

Power, Privilege and the Unconscious Mind (Intermediate)

Presenter: Howard Ross

It is no secret that dynamics of power and privilege shape virtually every human action and interaction, and despite so many efforts seem hard to dislodge. A critical factor in this is the understanding of how many of these dynamics are unconscious. Over the past several decades, research has given us new insights into how the mind works, how it shapes how we see the world, and how it impacts our interactions with others. This workshop will attempt to “lift the hood” and look at why we are pulled to associate in the ways that we do, how and why it impacts us, and what we can do about it.

Racial Wealth and Income Gap (Beginner)

Presenters: Alannah Boyle and Laura Peralta-Schulte

NETWORK’s Racial Wealth and Income Gap workshop combines an informational presentation, interactive simulation, individual reflections, and group discussion to educate participants about the origins of our nation’s racial wealth and income gap. Over the course of the workshop, participants engage with 12 different federal policies, implemented throughout our nation’s history, which led to the intentional divestment of the Black community and provided the structure for what we understand as white privilege today. The workshop dispels claims of America’s meritocracy as well as popular “bootstrap” narratives by providing participants with an opportunity to examine the institutional and political realities of racism.

Reading the World: How to have rigor and equity in the classroom (Beginner)

Presenters: Ryan Williams-Virden and Ian McLaughlin

It is not uncommon to hear folks claim that “education is the key” to the future. We don’t disagree and believe that classrooms need to be spaces where critical thinking and radical truth-telling are nurtured so that students are equipped to confront the most pressing issues of our time with the worldview and lenses necessary. This is easier said than done, especially in an era where success is often exclusively measured via test scores. Schools often make the mistake of falling into the either/or of tests or equity. This workshop directly challenges that frame and discusses the importance and power of marrying rigor and equity in every lesson. Participants will be introduced to tools for easily implementing in their own classroom rigorous lesson plans and units that center issues of white supremacy, white privilege and the intersections with gender, class and other forms of oppression. They will also be able to connect with a community of educators dedicated to creating these spaces in their own classrooms.

Reducing Racial Bias in School Discipline Systems (Intermediate)

Presenter: Kathryn Wiley

Do you want to build a concrete understanding of how racial bias happens in school discipline systems? Do you want to learn strategies for making change? In this workshop, Kathryn Wiley leads attendees to map out components of their local school discipline systems, identify areas vulnerable to racial bias, and strategies for reducing bias. To identify ways attendees can use their personal forms of power and privilege to enact change, each will also develop a personal power map in relation to their school’s discipline system. Attendees will leave with a concrete understanding of how racial bias happens in school discipline systems and strategies they can use to initiate changes.

Re-entry after WPC: Caring for self and preparing for action (Beginner)

Presenter: Vanessa Roberts

The WPC experience is unlike any other conference and encourage you to carry this energy forward. The community we create is loving, challenging and unique. But what happens when we return home to

our families and communities who didn't attend the conference? In this workshop we will explore the impact of our WPC experiences and strategize specific actions we can take to minimize the shock of re-entry and maximize the benefits of our experience.

Social Justice: 10 myths that hinder equity and inclusion (Intermediate)

Presenter: Vernon A. Wall

The term social justice is being used and misused on college and university campuses more and more these days. What exactly is social justice? What is a socially just community? What are the characteristics of a campus/organization community committed to social justice? How do race, racism, whiteness & privilege fit into the social justice conversation? In this program, the 10 myths of social justice will be shared as well as a questionnaire that can be used to gain insights into your campus or organization's commitment to inclusion, equity and social justice. "Injustice anywhere is a threat to justice everywhere!

Speaking up and Calling in: Skills to Interrupt and Challenge White Supremacy and Racism with Love and Compassion (Intermediate)

Presenter: Natalie J. Thoreson

In this workshop we will present and practice basic communication skills, methods to challenge and deconstruct white supremacy and racism. Often we lack the skill needed to engage meaningful, effective, and heart felt conversations challenging white supremacy with those closest to us, our families, friends, and communities. In this interactive session we will cultivate a critical and compassionate understanding of the difference between "safe" and "comfortable" conversations and learn how to push through discomfort to engage these important conversations from a lens of love. We will increase our skill in explaining, and discussing the construction and impacts of white supremacy to individuals who are at varying levels of experience, and who may not share our beliefs and ideals. And will deepen our ability to effectively engage these conversations to connect across difference and begin deconstructing the culture of white supremacy.

Staying in the Game: Avoiding Struggles with Compassion Fatigue (Intermediate)

Presenters: Tina Paone and Krista Malott

How do you stay in the game despite the struggles you may encounter as an anti-racist activist? In this workshop, we will explore how attendees experience backlash in their journey to advocate against racism. Additionally, we will discuss how struggles can evolve into compassion fatigue. Further, we will engage in deep collaborative work to identify and enhance our inspirations, to ultimately increase individual effectiveness in enacting social justice change.

Strategies for Creating Inclusive Community at Predominantly White Institutions (Intermediate)

Presenters: Thomas Morgan, Castel Sweet, Daria Graham and Jesse Hughes

The Creating Inclusive Community initiative (CIC) is in its sixth year at the University of Dayton; it was initially established to foster dialogue around social justice, race, and privilege in order to create and pursue sustainable change. Cohorts of students, staff, and faculty take a 15 week mini-course on privilege, diversity, and inclusion, and then attended the White Privilege Conference. Faculty and staff then serve as a support network for students in creating and implementing change on campus. Session attendees will engage in a mapping exercise relative to their own campus, and worksheets will be provided to assist in identifying support structures, possible funders, and challenges to overcome to create similar programming. Small groups—determined by areas of need and/or needs from the mapping exercise—will brainstorm and share ideas at each table to learn from each other, followed by reporting back those ideas to the entire group. Session participants will thus leave with a tangible takeaway for how to create and engage diversity and inclusion work on their campuses. As well, this session intentionally foregrounds the experiences of our student presenter to help highlight the value of this work.

This session will address the challenges and opportunities for creating and cultivating agents of change at a PWI. The goal of this session is to help identify areas of need and develop the support networks necessary to educate and empower students to pursue social justice work as a means to create and sustain positive change on campus.

Strategies for Raising Anti-Racist White Youth Starting in Early Childhood (Intermediate)

Presenter: Sarah Hershey

White people frequently struggle with accepting their privilege and moving through their white guilt and shame. As a result, white adults often get buried in personal identity work and stuck in inaction. But how would the picture change if, from early childhood, white children were comfortable talking about themselves as white racial beings, could identify racism and their white privilege, and saw themselves as a part of the solution? Through storytelling and dialogue, participants will deepen their understanding of and gain practical tools for helping white children be at peace with their whiteness and simultaneously active against racism.

Sundown Towns: How to Confirm Them, Why to "Out" Them, and How to Help Them

Presenter: Jim Loewen

Across the Midwest (indeed, across the U.S.!), thousands of towns, suburbs, and even small cities kept out African Americans (and sometimes other groups, such as Jews, Asian Americans, and Native Americans) for decades. Indeed, some still do! Even entire counties and subregions of the U.S. kept out black folks. This workshop will equip you to confirm your home town -- or a neighboring town -- as a "sundown town," if it was one. We will then discuss how "second-generation sundown town issues" afflict former sundown towns even when, like Ferguson, MO, among others, they are no longer sundown towns. We will close by showing how an alum of WPC sparked one former sundown town to transcend its white supremacist past.

Talking about Race: Disrupting Racism in Schools (Beginner)

Presenters: Catherine Sims and Nina Harmande

This workshop will engage participants in a discussion of how racism and white supremacy manifests within our classrooms and schools, and how educators can take action to address and disrupt it. During this interactive session, participants will reflect upon their own racial identity, and how they can leverage this, along with their other identities, to talk about race and racism with students, and build educational environments grounded in racial justice and equity. Participants will gain tools and strategies to incorporate an anti-racist practice into their teaching and pedagogy.

Talking Diversity and Equality in White Schools: Being Mindfully Equitable in Affluent White Spaces (Beginner)

Presenter: Madeline Mason

What do we mean when we say we want diversity, equality, and equity in our school, especially when said school is primarily White and affluent and lies within a district that is not? Are we willing to do the internal work, the learning and unlearning, and the deeply personal critical analysis needed to analyze our community's history and our own role in maintaining an inequitable system? This is a session focused on breaking down the common White privileged mindset of "give me strategies and a checklist" for being an actively anti-racist and anti-bias teacher, parent, and leader in education. This session will be presented by Madeline Mason, a seasoned educator and equity leader in Indianapolis who has primarily worked in schools and education and founded an anti-racism approach called Mindful Equity that combines mindfulness practices with doing equity work. We will dive into self-awareness work, making the "intangible, tangible," building common language, what it means to be a race equity entity in a primarily White space, and even touch a bit on neuroscience and unconscious bias! Madeline will share her lessons, takeaways, stories, challenges, and successes with the hopes that others doing this work in White spaces can learn as well as contribute ideas to this conversation.

Teaching Brilliant and Beautiful Black Girls (Intermediate)

Presenters: Marguerite Penick-Parks, Shemariah Aki, Bola Delano-Oriaran, Ali Michael, Eddie Moore Jr. and Orinthia Swindell

Teaching Brilliant and Beautiful Black Girls is the forthcoming companion to The Guide for White Women Who Teach Black Boys. Divided into three key sections Brilliant Black Girls explores the her-storical underpinnings of Black Womyn in herstory, her identities, roles and responsibilities, especially as they pertain to her relationship with White women. The first section covers the current realities and experiences of Black girls in today's society and the realities of White women teachers teaching Black girls, as well as the lived realities and experiences of Black girls and White teachers in the socio-political context of schooling. The second section delves into issues that often result in student and teacher conflict and lead to vast misunderstandings that could impact sincere relationships and engagement between Black girls and their white teachers. Examples found in this section include preferred cultural learning and communication styles, body and body language, notions of respect, teaching styles, hair, colorism, teacher frame of references, curricula approaches used in schools / classroom, family roles and dynamics, and the matriarchal role. The third section seeks to demystify the magic of Black girls while identifying the labor of Black girls in educational spaces, whether they are teaching the teacher or being taught. This section explores curriculum, pedagogy, resources, practical classroom strategies and social emotional learning. Participants will engage in activities and discussions around each of the three sections to start addressing head on issues of racism, power and privilege experienced by Black girls in our schools.

Teaching George Washington, Slave Owner, with Honesty, Humility and Heart (Beginner)

Presenter: Dawn Bauer

This workshop is geared to 6-12 grade teachers and aims to help white teachers learn to interrupt their role in perpetuating white supremacy in the storytelling of the Founding Fathers and to model for our students how to fight bias and racism. I will provide an accurate account of Washington's slave-holding practices over the course of his life through resources, facts, and data, and we will explore how to teach our students to look honestly and to sit with discomfort as a tool to support their awareness and understanding of the white supremacy and privilege that are the foundation of American history.

Teaching While White: Where Whiteness Intersects with Antiracist Teaching and Learning (Beginner)

Presenters: Elizabeth Denevi and Jenna Chandler-Ward

This session will examine how white teachers and students are addressing racial identity development, stereotypes, and antiracism on campuses across the country. Utilizing the voices of students, teachers, and administrators, Teaching While White focuses on the development of teaching practices that seek to dismantle systems that have led to deficit thinking and the supremacy of whiteness as what passes for "normal" in educational settings. We will share curricular examples, leadership practices, and effective professional development strategies.

The "Blue-Eyed Devil Theory": Culturally Relevant Pedagogy and the Nation of Islam (Beginner)

Presenter: Fredrick Douglass Dixon

In the 21st century, a growing number of programs, formal and informal, are preparing to acknowledge and forward the paradigms of diversity and social justice. Within the framework of diversity and social justice are areas such as culturally relevant pedagogy and critical race theory. While these areas of focus continue to grow, there remains a dearth of information about critical Black pedagogues who offer compelling critiques of the intersectionality between American culture, education, society, race, and White privilege. As such, this presentation seeks to accomplish multiple goals: 1. Investigate the history of the Nation of Islam as a Black Power reformist organization that challenged and disrupted the paradigm of White privilege; 2. Explore the history of the Nation of Islam's educational curriculum within

the framework of culturally relevant pedagogy; 3. Examine the Nation of Islam's "White Blue-Eyed Devil" hypothesis employing the critical race theory standard to provide an analysis of White privilege. 4. Inspect the Nation of Islam's "Asiatic Black God" philosophy also using critical race theory as an assessment tool of White privilege. To accomplish these goals, this presentation will employ the Standpoint Theory as a theoretical perspective, which seeks to add the most marginalized voices to the mainstream narrative to provide a balanced and sound critique of White privilege. As an interactive tactic, this presentation will utilize a montage of archival videos from officials and members of the Nation of Islam that speak directly to how the Nation of Islam historically provided practical pathways that agitated and interrupted the ubiquitous notions of White privilege. Finally, this presentation will utilize oral history recordings from members of the Nation of Islam to highlight specific memories of events where local stories became national narratives in the struggle to dismantle the systematic domination of White privilege. In sum, this presentation will add to the dominant discourse regarding a critical analysis of White privilege from the lens of an organization, which remains situated at the historical margins regarding efforts of Black organizations to eradicate White privilege.

The Art of Diversity, Equity, and Inclusion Facilitation (Beginner)

Presenters: Emily Affolter, Robyn Bryers and Liz Litzler

Have you ever participated in a diversity, equity, and inclusion (DEI) exercise and wanted to replicate it, but felt hesitant or underprepared to do so? Are you someone who has little exposure to DEI exercises but would like to be a change agent in your community? Do you desire to be a contributing member towards 20 Moore years of inspiring others to unpack their privilege, dismantle white supremacy and other forms of systemic oppression? If you thought "yes!!!" to any or all of these questions, then this workshop may be for you! We will explore the art of DEI facilitation through interactive activities, personal reflection and group discussions. While participants may be hopeful that this workshop will teach you how to facilitate DEI experiences, the goal of this workshop is to help you determine if and when you are ready to facilitate a DEI experience. This goal will be accomplished through conversations that acknowledge and interrupt the pervasive nature of white privilege and hegemonic power structures, while honoring the art of facilitation. By beginning to identify our limitations as current or future facilitators and shedding light on the impact of white privilege and other unearned forms of dominance on DEI facilitation, we hope to prepare you to consider taking that step towards offering a transformative DEI experience to your community that challenges the status quo both explicitly and implicitly.

The Battle between the Conscious Mind and the Desires of the Subconscious (Advanced)

Presenter: Jude Eliacin

If we were to sit and reflect on all the things that shape how we communicate, how we view and feel about ourselves and our place in society, where would you say the loudest and clearest messages come from? Over 70 years ago George Orwell stated, "But if thought corrupts language, language can also corrupt thought." In this session, we will unpack the messages that we have been taught, and the ones that we have caught which dictate how we show up in our world. We will highlight the times when we are emotional while engaged in conversations regarding race, sexual orientation or anything "other." We will investigate the effects while we develop healthy responses to our daily social interactions that can easily enable us to subconsciously internalize white supremacy and the role it plays on how one shows up as either racist, non-racist, or anti-racist.

The Christian Gaze: Disrupting White Supremacy within Presbyterian Communities for Impact (Intermediate)

Presenters: Molly Casteel, Elona Street-Stewart and Denise Anderson

Faith communities hold great power and meaning for millions. While diminished in contemporary society, they still wield deep influence and impact larger society. Scripture and church histories are filled with journeys into wilderness for struggle and redemption, so too are institutions. Repentance/Repair of past wrongs is required. Sacred journeys into past, accompanied holding community in trauma and joy. With

over 300 years in North America, the Presbyterian Church (USA) has contributed to, bears signs of and has complicated relationship with white supremacy, its history, and that of the nation. Practices working in faith contexts will be presented and discussed/engaged.

The Critical Need for White Anti-Racist Accomplice Groups in Schools: Collapsing the System of White Supremacy (Intermediate)

Presenter: Kate Klaire

Is it critical to have white anti-racist accomplice groups in schools? Many schools provide racially based affinity groups for families, faculty/staff, and/or students, essential for providing safe spaces for people of color. The critical category of people that is sometimes overlooked or not considered, however, is the white anti-racist group. Lack of such a group undermines people of color and works against the overall goal towards equity and justice. The white anti-racist accomplice group provides a space for white folks to investigate their own biases and barriers regarding race and racism without putting the burden on the people of color, provides opportunities to develop a positive white racial identity, and works towards the larger goal of equity and justice. During this workshop we will hear stories from schools who have white anti-racist accomplice groups, what has worked well and what is still taking shape, review research that supports the need for the groups, and provide resources from experts in the field. This will be a very interactive workshop for participants.

The Diversity Consultant Cookbook (Beginner)

Presenters: Eddie Moore, Jr., Marguerite Penick-Parks and Jamie Washington

The Diversity Consultant Cookbook is built on the knowledge base of multiple voices and numerous years of combined work in the areas of diversity and social justice research, consultation and teaching in K-12, higher education, community and the corporate arena. This workshop will explore areas from how to start putting out your shingle, how to hone your craft, the ethics of consulting in this field, and multiple lessons learned from experts. Participants will leave prepared to start their own recipe as a Diversity Consultant.

The Guide for White Women Who Teach Black Boys (Beginner)

Presenters; Eddie Moore, Jr., Marguerite Penick-Parks and Ali Michael

This workshop will introduce The Guide for White Women who Teach Black Boys, created to support White women who engage in concentrated, focused inquiry around their relationships with Black male students and the impact on those relationships of race and racism. Using video footage from interviews with both White female teachers and Black men and boys, we will facilitate an experiential workshop designed to generate new avenues of reflection and action for White Teachers

The Healer's Power: How Whiteness Kills (Beginner)

Presenter: Stephen C. Nelson

This workshop will examine how race, racism and whiteness affect the health of people of color. Even when the social determinants of health are equal, people of color have poorer outcomes in the United States. I will share my personal role and responsibility as a white male physician in racial health inequity. We will examine race and racism and how these play out in health care. We will then more thoroughly examine the greatest barrier to health equity and institutional change.....the power of whiteness. I will describe my experiences and we will discuss the myriad factors that affect health equity. We will discuss tools and interventions to help break down these barriers. This will be a highly interactive session that will include small group/paired discussions and two short video presentations/discussions. Participants will leave the workshop with: 1) A clearer sense of how racial bias and systemic racism and whiteness impact the health of persons of color, 2) A clearer sense of the barriers to health equity, 3) An understanding of how we can breakdown these barriers.

The Incomplete Education and the Consequences for a 2050 Globalized Society: The Journey and Struggle of Multicultural Education in our K-12 Schools (Beginner)

Presenter: John D. Palmer

Throughout the years multicultural education has encountered its fair share of critics and resisters. Moreover, even though the main goal of multicultural education is based upon the belief of total school reform that creates greater equity, justice, and opportunity for all students; multicultural policies have remained on the periphery of the school curriculum and pedagogy. Thus, through a critical look at our schools we are able to illustrate how white supremacy, white privilege, and other forms of oppression are evident on a daily basis -- thus the incomplete education of our high school graduates. In this workshop, Palmer first addresses where these forms of resistance originated from and how he, as a professor in the field of social and cultural foundations of education, have managed to teach anti-racist/anti-oppression at a predominantly white and economically elite and privileged university in the United States. He then provides suggestions for educators to consider when developing new policies that aim for the promise of a future educational system that encompasses global peace, harmony, and empowerment of its students. The journey to inspire the next generation of anti-racist/anti-oppression activists is at the heart of the workshop.

The Most Important Era in U.S. History You Never Heard Of and Why It's Still Important Today

Presenter: Jim Loewen

High school textbooks in U.S. History present our past as an "onward and upward" curve, always improving. In race relations, for example, we used to have slavery, but now we don't, and things have gradually been getting better ever since. This is not accurate. Actually, race relations got worse and worse between 1890 and 1940, giving rise to most of the problems we still face in this area. This workshop will discuss the name for this era, show it visually, and describe some of its lingering effects in Iowa and adjoining states and throughout the U.S. Telling the truth about the past helps cause justice in the present. Achieving justice in the present helps us tell the truth about the past.

The Privilege to Use B.S. (Bad Stats): How White Privilege Perpetuates Biases Against Black Students Schools; Continuing the Conversation (Intermediate)

Presenter: Ivory Toldson

Join WPC20 keynote presenter, Dr. Toldson, to continue the conversation; discuss biases, myths and misconceptions that educators use to marginalized Black learners, and how to confront White privilege to create a more equitable learning environment. This workshop will promote cultural competence in education by inviting open and honest dialogue about race and ethnicity, confronting biases, assumptions, and prejudices, and acknowledging white privilege. The training will help participants to identify their own levels of racial identity and stress the importance of actively seeking accurate information about other races, perceiving overt and institutionalized racism, and valuing cross-cultural experiences.

The Three H's of Writing about Race: Honesty, Humility, and Humor (Beginner)

Presenter: Kelly Norris

In this workshop, folks who are interested in writing about race-related topics, or already do so, will reflect on strategies to be effective. Using writers such as Barack Obama, James Baldwin, Raquel Cepeda, Baratunde Thurston, and Debby Irving, we will examine passages that demonstrate Honesty, Humility, and Humor. After exploring the writing samples in small groups, we will come together as a whole to discuss how the three H's work in each piece (or don't), and then try applying them to our own writing. This workshop will begin and end with time for personal writing, and there will be an opportunity for sharing at the end.

There's no Hierarchy of Oppressions: A Mom's Reflections on Intersectionality (Intermediate)

Presenter: Corrie Wallace

“What a beautiful baby.” “You gonna be a football player like your daddy?” “So...does he have a girlfriend yet?” From the time my son was about 2, I knew. I struggled with what to do with that. I tried to make sure he knew that I loved him unconditionally. That I would always love him no matter what. So as a teenager when he walked into our bedroom and said “Mom and Dad - I have something I want to tell you...I’m gay.” I wasn’t surprised at all. Sure I worried. How was I going to make sure that this son of mine, the fruit of my loins who would grow up in this football player’s body, into a Black man with all of the stereotypical responses both positive and negative that he’d encounter; how would I make sure he was prepared for the cruel world waiting ahead? To flourish, comfortable in the skin he was in. Strong in his beliefs and aspirations. Equipped with what he would need to stay balanced. Inspired by Audre Lorde’s *There is No Hierarchy of Oppressions* come learn about this mom’s journey through the intersections of identity which make us complex, make us human and are the key to guiding our relationships and interactions. Participants will have the opportunity to explore systems of oppression, draw upon their personal and professional experiences to make connections to supporting students and staff in their school communities while learning about intersectionality and the notion of identity.

Toxic Feminism: When Intersectionality Isn’t Enough (Advanced)

Presenters: Lawrence Alexander and Allison Ewing

Feminism that doesn’t address racism is incomplete - Kimberle Crenshaw. The dissonant chord that reverberated throughout the Women’s March and the #MeToo Movement was an apparent failure to consider women in the fullness of their complex identities. Women from several underrepresented groups discovered a new threat to their progress - white feminism. Join us as we explore the blind spots in these movements and more importantly, your daily work.

Turbulent Winds: Addressing "Climate" at the Intersections of Diversity and Sustainability (Beginner)

Presenters: Ariel Stevenson and Juliana Goodlaw-Morris

As the nation’s largest and most affordable public four-year university system, the California State University (CSU) is one of the most ethnically and racially diverse university systems in the United States. More than one third of entering freshmen are first generation college students to attend university and sixty percent of CSU are students of color. The unique make-up of our university system helps us recognize the importance of leveraging and connecting the work of social justice and sustainability while dismantling white supremacy in both areas helps create a more equitable system on college campuses. White privilege is situated to divide the work of sustainability and social justice through both historical and present constructs. Using an adaptation of the Sharp/Neumann Model as a guide, Cal State San Marcos will define where we are now, where we are headed, the challenges encountered along the way and what that looks like in partnership with other CSU campuses. The purpose of this workshop is to explore the intersectionality between issues of diversity and sustainability and share concrete examples of what the CSU is doing to connect this work. Participants will engage in activities and discussions to gain a better understanding of how diversity and sustainability work is connected and how each area can benefit from collaboration and support. The learning outcomes include creating a clear understanding of definitions commonly used by diversity and sustainability officers, identifying the overlapping work of diversity and sustainability officers through the lens of social justice, and determining how to further these initiatives on your campus.

Understanding the Basics of White Supremacy through the Cycle of Oppression Framework (Beginner)

Presenter: Natalie J. Thoreson

When we experience and witness white supremacy and racism, many people feel overwhelmed and uncertain about what to do, as people of color and as white people. We become immobilized by a lack of knowledge of what actions we can take to interrupt the cycle of oppression and support positive change. Disrupting white supremacy and oppression is necessary to establish the connection,

understanding, and respect necessary for healthy and equitable communities and collective liberation. In this workshop, participants will be introduced to the Cycle of Oppression, and work to define a shared language necessary for this discourse. By developing an informed and shared understanding of oppression, we will work to find ways to dismantle the cycle through examining and understanding stereotypes, prejudice, discrimination, social power.

US History: Teaching the Story of Containment & Liberation (Intermediate)

Presenter: Dara Carroll

Teaching the history of the region now known as the United States of America (USA) and the development of the USA as a nation presents innumerable opportunities to reflect on systemic oppression and resistance, containment and liberation. 'US History' also carries immense baggage and destructive traditions that reinforce white dominant culture while ignoring the pervasiveness of white supremacy. This is the US History that many of us have been exposed to and need to unlearn. All practitioners are welcome and will gain a deeper understanding of how white supremacy has shaped our history. Teachers will leave this session with essential questions and tools to transform their curriculum and pedagogy. Drawing on the models of working groups and professional learning communities, we will develop a set of guiding documents for teaching about the history and social movements of the United States with a racial justice mission and in line with our personal values. The goals of the working group's products will include showing students how white supremacy/white dominant culture and capitalism are foundational to the formation and development of US society and governance. Just as central is the objective of demonstrating that resistance and social justice movements have existed just as long as white supremacy. Participants will collaborate to develop a set of thematic questions for curriculum development. We will also spend time sharing texts and resources. Finally, we will decide as a group how to continue to hold each other accountable in our roles following the conference.

Using the 21-Day Racial Equity Habit Building Challenge to Address White Privilege and Oppression in our Food System and Beyond (Intermediate)

Presenters: Karen Spiller and Curtis Ogden

In 2015, Food Solutions New England (FSNE) hosted its first 21-day Racial Equity Habit Building Challenge focused on the food system, with appreciation of and attribution to the foundational exercise developed by Debby Irving and Dr. Eddie Moore. FSNE centers its work on regional and local food system transformation and has observed and experienced how white privilege and oppression create and perpetuate racial inequities. This six-state network made a commitment 5 years ago to find ways to make it easier to talk without pause and act with confidence when addressing white privilege and racial injustice, especially as they affect and are manifested in the food system. This workshop is designed to provide a brief overview of the indicators of white privilege and oppression in the food system, and then consider the ways in which the 21-Day Habit Building Challenge can be used to build knowledge, skill, and will to begin to dismantle systemic racism and white supremacy, as we move toward greater food and environmental justice for all. In this interactive session, participants will: gain a greater understanding of how white privilege and racism are foundational to the existing mainstream food system and stand in the way of an equitable and sustainable system that feeds us all; learn how the 21-Day Racial Equity Habit Building Challenge, as a virtual exercise, can cross boundaries of all types to mobilize people to think about and take action to combat white privilege and racism in the food and related systems; gain skills to address white privilege with others who may or may not be aware of the multiple opportunities for dismantling racism via food system transformation; and explore ways to adapt the Challenge to our respective communities and fields of work.

We've come Face-to-Face with our Implicit Biases. Now What? (Intermediate)

Presenters: Andrew Schwartz and Laura Bonzo

Acknowledging we have implicit biases is very difficult to do especially since our explicit values rarely support our implicit biases. Once we realize these biases exist, how do we apply our new understanding

to our classrooms? Accepting that we have been prejudiced in any situation involving students, or in any other part of our lives for that matter, is a painful reality check. In this workshop, we will discuss how our schema creates implicit biases and how those biases affect our curriculum. Using data that we have collected for three years, we will show the importance of being intentional with our pronouns, examples, and curriculum so that all students feel represented.

What Do Girls Need? (Beginner)

Presenters: Orinthia Swindell and Zenzile Keith

Most often the contributions of women and girls in society isn't vastly reflected in school curricula. As a result, many young womyn are searching for spaces to find reflections of themselves within the classroom and school environment. Exploration of this phenomenon through an intersectional lens, reveals even less visibility unless educators are intentional about the contents of the curriculum, topics of discussion and the many contributions that womyn from all walks of life have made throughout the course of history. Is curriculum just about what's being taught in the classroom space? How are young womyn of color impacted by this? In this workshop, we'll answer these questions, listen to some of the stories that girls of color share about their experiences in school and how it has impacted their sense of self as well as their capacity to develop into the leaders that they are destined to become.

What should we teach White Students? (Intermediate)

Presenter: Leigh Ann Erickson

One of the keys to justice reform is the education of White students. What are these students learning in the classroom? How are classrooms perpetuating students' personal biases in a way that leads these students to become biased policy makers? Leigh Ann Erickson is a veteran teacher of 14 years. After spending a majority of those years teaching in New York City and Chicago public schools, she began teaching in Mt. Vernon, Iowa. Here, she came to see the way in which White students are being under-informed about our nation's history of racial discrimination, and our nation's current discrimination within the criminal justice system. Being under-informed created fear and bias amongst her students. At Mt. Vernon High School, in which over 90% of the students are White, Erickson has led the way in creating Social Justice and African American literature curriculum that helps students confront their bias and privilege and build intentional relationships with people who are different from them. In turn, students will go into the world using their privilege to be an ally to those without. In this session, we will discuss ways to create as well as the impact of compassionate and social justice driven change in a K-12 setting in order to send students out into the world understanding how their personal bias impacts their decisions, and how they can learn from those that society tells them are "other". Participants will have the opportunity to hear student testimonials, discuss the connection between the way we educate our young people, and the way those young people operate as adults in our communities, as well as leave with materials to create an action plan to address injustice in their school or work place.

What's your WHY (Intermediate)

Presenters: Darnisa Amante and Andrea Martin

People only change for two reasons. A Story or a WHY. In this session we will ask participants to develop both a story AND a personal WHY for engaging in racial equity work. In this session participants will identify their racial identity story and identify why they feel it is important to engage in this work. We will also lift up that ""opting out"" of racial work/conversations is a privilege for white people, and so it takes knowing your why, practicing your why, and explaining your why to other white people to build the capacity of this work.

When Well-Meaning Isn't Enough (Intermediate)

Presenter: Joanne K. Reeck

As leaders we can Journey, Struggle, and provide Inspiration... but are there ways in which we are sabotaging how well we do these things?! When it comes to leaders, and the responsibilities that

inherently come along with leadership, creating and maintaining environments that are welcoming and inclusive is a basic must. Interestingly enough however, many leaders today would consider their “intent” of being “well-meaning” a comfortable space to occupy regarding this facet of their leadership. Well-meaning intention is great and is, of course, much more desirable than ill-meaning intention. Unfortunately, well-meaning intention is not even close to being enough. Furthermore, while the premise of creating welcoming and inclusive environments does not touch upon aspects of addressing, combating, and/or dismantling systems of oppression, it is a rudimentary necessity for creating atmospheres that allow for and encourage leaders to begin to focus on anti-oppression work. Quite simply a leader cannot work on inclusion while ignoring the systemic and systematic operationalization of oppression, nor can a leader expect to confront oppression while missing the essentialness of inclusive environments. This workshop will highlight four common ideologies, misunderstandings, and behaviors that well-meaning leaders frequently subscribe to that actually inadvertently counteract their attempts to create and maintain welcoming and inclusive environments. Also this workshop will deliver participants with various history and examples connected to these ideologies, misunderstandings, and behaviors and provide opportunity for small group activities and discussions and large group share-outs.

White Allies in Predominantly White Spaces: Where should you stand? (Beginner)

Presenter: Meredith Klein

Independent schools are often staffed by a white majority, and yet it can be a challenge to cultivate a strong community of white allies. Where should you stand in order to better support your colleagues of color and motivate white colleagues to be more committed to equity literacy? Do you stand “behind” a colleague of color in support? Do you stand “next to” in solidarity? Do you stand “in front of” to protect? How do you navigate your role and use your privilege to challenge white supremacy while avoiding “taking over” and actually causing additional harm? How can you bring others along with you as you develop your ally skills to actively challenge and interrupt systemic racism, especially in institutions with a history of exclusivity? Through scenario critique, small group and open, round table discussion, participants will have the opportunity to dive deeper into the continual journey and responsibility of being a white ally. We will share experiences and discuss actionable responses to better support both faculty and students of color, as well as how to model allyship for other whites. While this workshop draws from the context of K-12 independent schools, the content can translate to many different work environments.

White Coded: The indoctrination of youth in education (Beginner)

Presenter: Akemi Mechtel

The purpose of this workshop is to understand the history of education in the US in hopes of understanding how to better change what it could be. In this workshop we will talk about the history of racism and the tools used to maintain the status quo. Additionally, we'll cover different tools and understandings that will help educators decode practices that support white supremacy in education. Participants in this workshop will walk away with a deeper understanding of strategies that can be brought to educational spaces for young people and hopefully some new tools to bring those strategies to life.

White on White: Working other White Folks towards Racial Justice (Intermediate)

Presenter: Ali Michael

This workshop is directed towards White people who are interested in being a part of anti-racist White learning with other White people in the form of book groups, causes, affinity spaces, parenting, etc. It is an opportunity to learn strategies and techniques for keeping oneself accountable to people of color while working effectively to help other White people along on their own racial identity journey. The facilitator is White and will share stories from her own journey.

White Women: Stop pretending like you know (Beginner)

Presenters: Kelly Opot and Dieter Cantu

Leadership within the social services sector is dominated by white women. While most are driven by a desire to help others and do meaningful work, we are often blind to our privilege when working with people of color. This is especially true in the youth services sector, where limiting beliefs about youth's abilities to thrive and succeed can create programming that can hinder growth and progress while attempting to be protective and supportive. This blindness shows up not only in relationships with individuals with lived experience but also interpersonally with co-workers and employees of color. We will discuss the tendency toward tokenism of lived experience, navigating the dynamics of the privilege within public systems which are supposed to be supportive of youth, including colorism within communities of color; give examples of our own experiences as practitioners in systems change work; and work with participants to understand the centrality of our interpersonal relationships to undoing the lie of white supremacy within systems change work so often led by white women.

Working White Privilege and Supremacy in Real Time: An Innovative Approach (Intermediate)

Presenter: June Cara Christian

Myth: If people learn how we are all the same, we can overcome white privilege and create safer, more inclusive environments. There are variations to this myth. Sometimes, diversity trainings focus on our differences in order to appeal to a common sense of decency and that white privilege and supremacy will be eradicated through people noticing and/or feeling bad about the systemic, social and cultural impacts on historically marginalized groups. Either thought does not fully address the complexity of biases, privilege or power--upon which people discriminate and act upon their prejudices. Diversity, equity and inclusion facilitators regularly begin trainings on white privilege and supremacy at the beginning with appropriate terminology, basic understandings of concepts like bias, discrimination and prejudice, the norms that should be in place to assure the safety of the training. However, if we are going to continue to interrogate and interrupt white privilege and supremacy for #20MoreYears, we must re-envision how we move the conversation and the work forward. This is an experiential workshop for participants who are looking for inspiration, authority and permission to do engage white privilege and supremacy in new ways. The ninety minutes spent in this workshop will be participant-centered, process-oriented, interactive and unlike any workshop you've ever experienced. This workshop invites participants to disrupt white privilege and supremacy while reflecting on the experience in real time primarily using a large-group format.

You Can't Unfriend Everybody: Real talk with your family and friends about white supremacy and other forms of oppression (Beginner)

Presenters: Tanya O. Williams and Beth Yohe

In conversations about white supremacy, white privilege and other forms of oppression, have you had friends: focus only on marginalized identities? Insist that they don't have privilege because they don't "feel powerful?" Confuse white supremacy with white supremacists? Focus only on individual level? Focus solely on race but ignore class, religious or other forms of oppression? This interactive session will focus on using facilitation skills in everyday conversations including skills like reframing resistance, listening deeply, and navigating your own triggers in conversations. This session will ask participants to address these and other unique dynamics around addressing privilege and embrace the opportunity to dialogue in face of difference.

You Mean, There's White Folks in My Movie? (Beginner)

Presenter: Frederick W. Gooding, Jr.

Did you know that there are racial patterns in your movie?! Learn specifically how to identify six white character patterns and explore the reasons behind their creation and perpetuation. Better engage your students with new terminology and techniques to critically analyze race in the mainstream media they absorb daily. This workshop is unique because it provides a framework that allows everyone to engage in a constructive dialogue without sugarcoating the harsh realities of the disparities seen throughout

Hollywood. Experience racial analysis live as the entire audience will engage in the viewing of select movie clips and will be asked to predict its conclusion based upon the emerging, yet pervasive racial patterns we have unearthed “hidden in plain view” up until that point. Unlike many “anecdotal” presentations on race, participants will leave with concrete concepts and a uniform vocabulary with which to recognize and further analyze these formulaic images. After participating in this dynamically interactive experience, audiences will never see white folks movies the same way again!

YOU MUST CHOOSE: Serving Multi-racial Student Populations (Intermediate)

Presenter: Robert N. Page, Jr.

The interactive and engaging workshop will provide the opportunity for discussion around serving multi-racial identify students. The program will explore the historical, social and current context of the multiracial population. In addition, allow for communication about the recognition of multiracial issues as opposed ethnocentric values. Participants will have the opportunity. Learn to be allies to multiracial students and communities. Participants will leave this session with a better understanding that racial identity is a social construct, is changing, and will affect our campuses in a positive manner.