

**15th ANNUAL WHITE PRIVILEGE CONFERENCE**

**March 26-29, 2014**



Building Relationships  
Strengthening Communities  
Seeking Justice

**Madison, Wisconsin**



## Mission

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

## Core Values

**Collaboration**

**Consciousness-Building**  
*(of privilege & oppression)*

**Comprehensive Approach**  
*(in terms of content & process)*

**Challenging & Supportive Environment**

**Intersectional content**

**Strategic and action-oriented**

**Reciprocity between us and our participants**

**Accountability & Responsibility**

**Relationship Building**

**Purpose-Driven**

*(we are fighting for liberation, social justice and equity)*

## The White Privilege Conference 1999-2014

1<sup>st</sup> Annual Conference on 'White Privilege'  
Understanding, Respecting, and Connecting in the Changing Face of America  
Cornell College, Mt. Vernon, Iowa

WPC 2 Understanding, Respecting, and Connecting in the Changing Face of America  
Cornell College, Mt. Vernon, Iowa

WPC 3 Multicultural Education and Teacher Preparation  
Central College, Pella, Iowa

WPC 4 Breaking the Psychological Chains of Privilege and Oppression  
Central College, Pella, Iowa

WPC 5 White Supremacy and the Prison Industrial Complex  
Central College, Pella, Iowa

WPC 6 Women Activists: Their Fight against White Privilege, White Supremacy and Oppression.  
Central College, Pella, Iowa

WPC 7 YOUTH: A Call To Action.  
University of Missouri-St. Louis  
St. Louis, Missouri

WPC 8 Examining Interactions, Making Connections & Building Allies  
Colorado Springs Sheraton Hotel

WPC 9 Critical Liberation Praxis: Creating Transformation for Social Justice  
Springfield, Massachusetts, Sheraton & Marriot Hotels

WPC 10 Taking Responsibility: Awareness, Healing, and Social Change  
Memphis, Tennessee, Hilton Hotel

WPC 11 Health Inequities: Strategies. Action. Liberation  
La Crosse, Wisconsin, La Crosse Center

WPC 12 This Land is Whose Land?  
• Defining Citizenship • Understanding Access • Taking Action  
Minneapolis Minnesota, Sheraton Bloomington

WPC 13 Intersectionality: Vision, Commitment, and Sustainable Partnerships  
Albuquerque, New Mexico, Albuquerque Convention Center

WPC 14 The Color of Money: Reclaiming our Humanity  
Seattle, Washington, Doubletree by Hilton Seattle Airport

WPC 15 Building Relationships. Strengthening Communities. Seeking Justice.  
Madison, Wisconsin, Monona Terrace Community & Convention Center



# WPC Community Agreement

The WPC aims to create a learning community in which participants engage in a challenging educational experience as respectful community members. The views expressed by facilitators and speakers at the conference do not necessarily reflect the views of the WPC and conference organizers. Each participant is in a different place with regard to their journey in understanding white supremacy, whiteness, privilege, power and oppression. Thus, we ask that each participant share responsibility for holding ourselves accountable to this community agreement that will allow for a shared experience that fosters the opportunity for understanding, respecting and connecting.

## **We ask that all WPC community members agree:**

### **To Create a Challenging Experience:**

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

### **To Work Collaboratively:**

- We agree to actively listen to others, remain engaged, and consider views that are different from our own, even if it challenges us to do so. When we disagree, we will express our views respectfully, acknowledging that EVERYONE (participants *and* facilitators) is here to learn.
- We agree to focus on the issue under discussion and if we stray into extraneous subjects, we support the moderator to bring the discussion back into focus.
- We agree to be as considerate as possible to the experience of other WPC participants. May we suggest that participants turn off/mute cell phones and be aware that some are allergic to scented products, for instance.
- We agree to respect confidentiality. (Confidentiality can mean something different to different people. When in doubt, ask).
- We agree that if we experience a problem we will seek the advice/guidance of the conference staff and other resources including the listening station, and caucus and support groups.
- We agree to be respectful of the planning process, and if we have concerns about any workshop or event, to share them with Eddie and the programming team.

### **To a Comprehensive Commitment:**

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

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

## THE PRIVILEGE INSTITUTE

Let's get REAL: Research, Education, Action and Leadership!

**Phone:** 303.486.6890 **Fax:** 303.486.6891  
4950 S Yosemite St  
F2# 357  
Greenwood Village, CO 80111

March 26, 2014

**Welcome to the 15th Annual White Privilege Conference!** We are grateful to the work of many volunteers at the conference and throughout the year, without whom this amazing program could not come together. The WPC is the product of a collaborative process that includes a national planning team that works together year after year, a local planning team that has formed to bring the WPC to their community, and many other committed volunteers that work to organize, shape, and strengthen WPC. The dedication of this team makes it possible for us to keep this conference affordable, and offer registration rates lower than other comparable conferences. We extend our tremendous appreciation for our one staff member, Marqita Jones, and two student interns, Shelby Shively and Shelby Kendall. And please join us in thanking the many members of the local planning team who have collaborated to make WPC15 happen in Madison!

Our theme this year is ***Building Relationships! Strengthening Communities! Seeking Justice!*** This theme reflects our commitment to becoming a "community of action". This means that every participant will take their experience and learning beyond the walls and week of the conference and back into their own home environments by way of meaningful action year-round. As a community of action, WPC is a place where you can both find and give guidance to transform learning into doing. WPC also offers ideas, examples, tools, support and accountability structures to enable every participant to take steps in transferring the important work of WPC into meaningful actions that build a more equitable world. In our ongoing efforts to keep the dialogue going all year round, we publish Understanding and Dismantling Privilege, our online, open access, interdisciplinary journal; partner to offer a Graduate Certificate Program in Diversity, Inclusion and Social Justice; an Emerging Scholars Program for high school youth; and maintain the WPC-related blog POPSPOT, Power, Oppression and Privilege in Sport. Links to all of these programs and more are on our website.

**WPC15 represents a significant turning point for us.** After eight years working with the University of Colorado, Colorado Springs, the WPC is now taking wings and has become an independent, non-profit organization: ***The Privilege Institute***. This is an exciting moment in our history! You will be hearing more about the non-profit over the next year, as we develop plans for our future. However, what we do know now is that we need YOU more than ever! Your skills, your expertise, your creativity, your time, your commitment and your support! We will remain a largely volunteer run organization, and cannot succeed without YOU! Do you have grant writing skills? Fundraising skills? Radio-interview skills? Program development talent? Curriculum writing experience? Then we need you. And we need the financial support of EVERYONE. We invite each one of you to be accountable for the future of the WPC. We cannot succeed without YOU. Please give at whatever level is comfortable for you. We value every contribution, no matter how small. We are a large community, and a small donation from every attendee will add up to a huge difference. If every attendee were to donate \$5.00, that would add up to \$12,000! And if every attendee were to donate \$25.00 that would add up to \$60,000!! As a community- we are powerful!

We have two central fundraising goals right now: 1. building our endowment to secure the future of WPC. We need to have enough money in the bank to ensure that if there is ever an emergency/weather event beyond our control that leads to the cancellation of the WPC one year, it would not destroy the organization. 2. We would like to launch a formal scholarship program. We strive to ensure that the WPC is more affordable than similar conferences, and we also offer volunteer opportunities in exchange for reduced rates to make sure that money does not stand in the way of anyone attending the WPC. However, we are a unique conference in that many of our participants are grass-roots activists and students who do not usually attend conferences, and can find it cost prohibitive. Please, make a donation while you are here, or send a check to our new address, above, made out to The Privilege Institute.

Our vision is to build a community committed to dismantling white privilege, white supremacy and oppression, every day, everywhere. We commit ourselves to another decade of listening, dialoguing, cooperating and collaborating across the nation and the globe. We all have work to do and we value the opportunity to travel on this journey with the wide-ranging, diverse people that make up the WPC family.

Together for justice,

Eddie Moore Jr.  
Founder and Director,  
WPC and The Privilege Institute

Abby Ferber  
Member of the Board of Directors,  
The Privilege Institute



## **Hižakišana’ Hinikaragiwi! (Ho-Chunk) - Greetings to each and every one!**

The WPC 15 Local Host Team would like to welcome you to Madison, Wisconsin! We are inspired and excited that you are joining us for the 15th Annual White Privilege Conference. If you are a visitor to Madison, please take time to experience the beauty of our natural environment, nestled between our two lakes: Monona and Mendota. While you are here, we invite you to enjoy our local food and beverages and consider visiting our Capitol building or walking down State St. to visit Wisconsin’s flagship University.

We are on the land of the Ho-Chunk Nation, one of the two federally recognized tribes of Ho-Chunk people. The Ho-Chunk call themselves "Ho-chungra," which means "people of the parent speech," or "people of the Big Voice." During the 19th century, the Ho-Chunk people were forcibly relocated several times by the federal government. In the 1870s, a majority of the tribe returned to their homelands in Wisconsin.

The conference theme, Building Relationships! Strengthening Communities! Seeking Justice! is deeply connected to Madison. Although media sources frequently advertise Madison as one of the best places to live, our community is continuously being weakened by the alarming racial disparities that persist. In 2013, Race to Equity—a project committed to ending racial and ethnic disparities in Wisconsin—released a baseline report on the state of racial disparities in Wisconsin and Dane County. Many residents were shocked and appalled to learn statistics that revealed the historical lack of opportunity for people of color in this community.

Wisconsin also draws on a powerful history of community organizing and political engagement in social justice issues. The progressive Wisconsin Idea provided the framework to create some of the first successful labor unions, and the first unemployment compensation program in the United States. In 2011 when workers’ collective bargaining rights were threatened, over 100,000 protesters organized to fight for worker justice. Let us harness the same collective action & energy in our struggle to end systemic racism and racial disparities! Wisconsin’s state motto “*forward*,” is representative of how we must continue to move past inequities toward a just future for our community.

With the purpose of moving *forward* together, we welcome you to the WPC community in which we are focused on Building Relationships! Strengthening Communities! & Seeking Justice! Please join us as we delve into this year’s theme of the conference and stay committed to the philosophy of the WPC – understanding, respecting and connecting. Welcome to Wisconsin!

Promoting peace, justice, freedom & dignity for all,  
The WPC 15 Host Team



## Office of the Mayor

Paul R. Soglin, Mayor

City-County Building, Room 403  
210 Martin Luther King, Jr. Boulevard  
Madison, Wisconsin 53703-3345  
Phone: (608) 266-4611  
Fax: (608) 267-8671  
[mayor@cityofmadison.com](mailto:mayor@cityofmadison.com)  
[www.cityofmadison.com](http://www.cityofmadison.com)

March 1, 2014

Dear White Privilege Conference attendees,

I am pleased that you have chosen Madison to be the host city for your 15<sup>th</sup> Annual Conference!

Your organization represents a truly large and diverse group of members from all walks of life. I am impressed with the dedication your organization has to providing a safe forum to discuss challenging topics that affect us all.

For those of you who are visiting Madison for the first time, I know you will find Madison's energetic downtown, cultural attractions and endless recreational opportunities offer the perfect complement to your conference. From the distinguished University of Wisconsin-Madison campus to Olbrich Botanical Gardens and the beautiful and unique shops and restaurants, there is something for everyone to enjoy. Like all of our visitors, I know your group will enjoy a truly authentic experience here in Madison. To those of you who have visited Madison previously, welcome back!

On behalf of all Madison residents, businesses, and organizations, please accept my warm welcome and invitation to experience all the possibilities available in greater Madison.

Enjoy your time here in Madison and south central Wisconsin!

Sincerely,

A handwritten signature in black ink, which appears to read "Paul R. Soglin".

Paul R. Soglin  
Mayor

# Table of Contents

<b>General Information.....</b>	<b>6-8</b>
Academic Credit	
Accessibility	
Bookstore, Got Privilege? Merchandise and Exhibitors	
Community Dinner	
Conference Facilities	
Continuing Education Credits/Clock Hours	
Evaluations	
Gender Identity and Expression	
Gender Neutral Restrooms	
Meals & Dietary Options	
Meditation/Reflection Room	
Need a Good Listener?	
Presenter Green Room	
Presenter Biographies	
Quaker Hospitality Suite	
Recordings & Copyrights	
Social Media	
Yoga for the Movement	
<b>WPC Glossary: Key Terms.....</b>	<b>9-10</b>
<b>Caucus Work at WPC.....</b>	<b>11</b>
<b>Youth Action Project.....</b>	<b>12-13</b>
<b>Daily Schedule</b>	
<b>Wednesday, March 26.....</b>	<b>15-17</b>
<b>Thursday, March 27.....</b>	<b>19-21</b>
<b>Friday, March 28.....</b>	<b>23-28</b>
<b>Saturday, March 29.....</b>	<b>30-31</b>
<b>Workshop Ratings.....</b>	<b>34</b>
<b>Workshop Descriptions.....</b>	<b>34</b>
Listed in alphabetical order	
<b>Meeting Space Layouts</b>	
<b>Monona Terrace Community and Convention Center.....</b>	<b>58</b>
<b>The Madison Concourse Hotel.....</b>	<b>59</b>

# General Information

***\*Please note: Participants must wear name badges at all times.***

## **Academic Credit**

High school students, undergraduate and graduate students may earn academic credit at either the undergraduate or graduate level. Credit hours are variable, depending on the number of hours you plan to attend the conference. You may earn up to three credit hours. Please note there is a separate registration fee required. You can pick up a required session log at the Matrix exhibit table. For a course syllabus and registration information please contact: [cwes@uccs.edu](mailto:cwes@uccs.edu).

## **Accessibility**

The WPC is firmly committed to providing a conference experience and environment that is accessible, welcoming, inviting, and user-friendly for all attendees. Many steps to ensure these are built into the program and physical design of the conference. ASL Interpreting services are being provided as well as CART service during Keynote sessions only. Questions? Please contact Daryl Miller at [daryl.miller@wwcc.edu](mailto:daryl.miller@wwcc.edu) or ask for him on-site.

## **Bookstore, Got Privilege? Merchandise and Exhibitors**

The WPC15 Bookstore can be found in the Exhibition Hall at Monona Terrace and will feature a wide variety of books, many authored by our presenters, while supporting WPC. Got Privilege? Stop by our merchandise area also the Exhibition Hall to see the latest WPC wares. You will want to visit with our WPC15 exhibitors and sponsors located throughout the Lakeside Commons and public space at Monona Terrace. Thank you for supporting WPC15 and our special vendors!

## **Community Dinner**

Join us on Friday night for our annual dinner and celebration. Everyone is invited and all are welcome. A special performance will directly FOLLOW the dinner. The Community Dinner provides: an opportunity to celebrate with community and reconfirm our commitment to peace, equity and justice; an opportunity to celebrate the spirit/history of collaboration, cooperation and community-building; reflect on what sustains all of us through the many challenges of engaging in social justice work; and an opportunity to celebrate the role that creative expression plays in working towards liberation. Onsite purchase may not be available, as this event typically sells out in advance.

## **Conference Facilities**

WPC15 will take place at Monona Terrace Community and Convention Center, with select portions taking place at the host hotel, The Madison Concourse Hotel. All institutes, film screenings, YAP and Friday night's Community Dinner and Theatrical Performance will be held at the Concourse Hotel. All additional conference programming will take place at Monona Terrace. Specific locations are noted throughout the program so please be aware. These two facilities are located a few blocks apart (a short walk or shuttle ride). A shuttle will operate between the two during select hours and a schedule is available.

## **Continuing Education Credits/Clock Hours**

WPC offers CEUs for educators for your participation in WPC. Choose from Special Topics in Counseling or Special topics in Curriculum & Instruction. We do not offer CEUs for other professions since requirements and procedures vary by profession and often by state. We encourage you to contact your employer, professional organization or governing bodies to find out if these CEUs/clock hours will be accepted as evidence of professional development.

CEUs are variable, depending on the number of hours you plan to attend the conference. You may earn one CEU for each full day of attendance at the conference (up to four CEUs). Deadline to register to receive CEUs is April 11, 2014.



For a course syllabus and registration information please contact: [cwes@uccs.edu](mailto:cwes@uccs.edu).

Please note there is a separate registration fee required. You may pick up a session log to document your participation at the Matrix exhibit table.

### **Evaluations**

We value your opinions and insights. We will distribute evaluations electronically so be sure to watch your email. If you prefer a paper evaluation, please see the Information Desk.

### **Gender Identity and Expression**

Some of us see and experience gender as a spectrum and prefer to opt out of a gender binary system. Please be aware that some people have a preference about the gender pronouns used when they are addressed or referred to. Conference participants are encouraged to model the use of preferred gender pronouns by stating their preferred gender pronouns when they introduce themselves. Example: "Hello, my name is Stephanie and I prefer the pronouns she and her."

### **Gender Neutral Restrooms**

Gender neutral restrooms are available at Monona Terrace and the host hotel, the Concourse. At Monona Terrace they are located in the Exhibition Hall. At the Concourse they are located near Conference Room 1. Gender neutral restrooms are exactly that, restrooms that are not labeled "men" and "women" and are provided for those conference participants that opt out of a gender binary system. It is the responsibility of all conference participants to respect other's choices. At Monona Terrace they are located in the Exhibition Hall and at the Concourse they are located near Conference Room 1. If you have any questions or concerns, contact Jordon Johnson at 505.503.5183 or via email at [Jordon.johnson@yahoo.com](mailto:Jordon.johnson@yahoo.com).

### **Meals and Dietary Options**

Your name badge will serve as your ticket and will indicate your meal preference as well. Boxed lunches will be available each day in the Exhibition Hall at Monona Terrace. There will be regular or vegan options and each lunch will include an afternoon snack. You must have your name badge to receive a pre-ordered boxed lunch. If you do not have your name badge, you will not be served. If you have lost your name badge, you will need to visit the information desk for a replacement. Tickets are provided for the pre-registered Community Dinner. You must present a meal ticket at the dinner (see below). To improve our sustainability, there will be no bottled water this year. Pitchers of water will be available throughout the conference center.

### **Meditation/Reflection Room**

Many of us experience struggles for justice as spiritual matters. The deep learning, challenge, and listening demanded by WPC can also demand of us reflection, understanding, reckoning, and also a gentleness toward the Self. Please make use of the quiet space in the Meditation and Reflection Room which is being set aside by the WPC again this year. This space will be in The Caucus Room at the Concourse Hotel from Thursday through Saturday. All traditions and practices are welcome; however, this is not a place for napping.

### **Need a Good Listener?**

Need someone to talk to? Good listeners are available throughout WPC and during daily caucus time. Go to the Information Desk or the Presenter Room (Dane Room) to be connected with a good listener.

### **Presenter Biographies**

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

## **Presenter Green Room**

The Dane Room at Monona Terrace will be available to all presenters Wednesday through Saturday, from 9:00am -5:00 pm. Presenters should register in this room.

## **Quaker Hospitality Suite**

All are welcome at this year's Quaker Hospitality Suite located in The Wisconsin Room at Monona Terrace, sponsored by the Quaker organization Friends General Conference. There will be occasional Quaker programming.

## **Recording and Copyrights**

Sessions may not be recorded or videotaped without prior written permission from the White Privilege Conference. All keynotes will be recorded by WPC staff and made available for sale on the WPC website. No materials received at the conference may be reproduced without written permission from the White Privilege Conference and the author.

## **Social Media**

Connect with conference attendees and speakers via Social Media. Get involved:

Twitter- @got\_privilege #WPC15 #Madison

Instagram- got\_privilege

Youtube.com/gotprivilege

Facebook.com/whiteprivilegeconference

### Speakers on Twitter:

Jamie Utt- @Utt\_jamie, Eddie Moore- @eddieknowsmoore, Derrick Gay- @derrickgay, Stephanie Logan- @drslogan09, Jacob Swindell Sakoor- @TSFJacob, Kathy Obear- @kathyobear, Paul Gorski- @pgorski, Beth Applegate- @bethconsults, Jennifer Chandler- @Chandler\_in\_WI, Pippi Kessler - @PippiKessler, Catherine Wigginton Green - @cewigginton, Tori Svoboda - @torisvoboda, David Watts - @DWCInfo, Debby Irving - @DebbyIrving, Christi Griffin - @EthicsProject, Susan Naimark - @naimark1, Joe Feagin - @JoeFeagin, Beth Yohe - @BethYohe, Vernon Wall - @vernonAwall, Joe-Joe McManus - @wearerootstrong, Dara Silverman - @darasilvermanus, Rosa Clemente - @rosaclemente, Ariel Luckey - @arielluckey, Barbara Lee - @Notracistmovie, Heather Hackman - @HackmanGroup, Stephanie Logan - @drslogan09, Andre Lee - @AndreManyThings

### YAP on Twitter: @OH\_SNAP\_YAP

## **Yoga for the Movement**

How can we incorporate not just our brains but our bodies and whole selves into our work, our communities and our movements? Internalized oppression lives inside all of us. How do we learn to unlock our bodies? These all-level yoga classes link breath and movement to build strength, flexibility and a growing awareness of the mind and the body as interconnected. These classes are especially welcoming to people who might not feel comfortable in conventional yoga classes. Classes will be offered Thursday, Friday and Saturday morning from 6:45-7:45 AM in the Caucus Room at the Concourse Hotel. Be sure to bring a towel with you. Yoga mats will be provided on a first-come, first-served basis.

## WPC Glossary: Key Terms

*Language both contributes to oppression and privilege and can also potentially be a tool of liberation. The power inherent in the ability to name oneself and others is tremendous. For these reasons, we encourage you to consider the following definitions as a rough starting point. Many of these terms and definitions will and should change over time. We welcome your input.*

**Ableism:** The system of oppression based on ability; assumes disabled people as flawed, insufficient, and inferior. Includes assumptions about what is “normal” and results in the marginalization of the disabled. In brief, it is the unearned privilege afforded to non-disabled people.

**Attitudinal barriers:** People with disabilities face barriers as part of their everyday lives, including “systematic barriers” in the workplace and society. Attitudes are often the greatest barrier, reflecting society’s low expectations and unwillingness to recognize and appreciate the full potential of people with disabilities.

**Christonormativity:** The system of oppression which assumes Christianity as the norm, favors Christians, and denigrates and stigmatizes anyone that is not Christian. Equates Americanness with Christianity.

**Disability:** Depending on the model informing the definition (i.e., medical, social, economic, feminist, legal, social justice, etc.) social, historical, political, and mythological coordinates impact the actual meaning of disability and disabled people as objects of institutional discourse.

**Ethnicity:** A social construct which divides people into groups based on characteristics such as shared sense of group identity, values, culture, language, history, ancestry and geography.

**Gender:** Socially constructed categories of masculinity and manhood, femininity and womanhood.

**Gender identity:** A person’s internal sense of themselves as a specific gender.

**Gender expression/image/display:** The external presentation of self as gendered through cultural identifiers/markers such as clothing, behaviors, etc.

**Heterosexism:** The system of oppression which assumes heterosexuality as the norm, favors heterosexuals, and denigrates and stigmatizes anyone whose gender or sexual behavior is considered non-heterosexual.

**Homosexual:** A person who experiences attraction, and/or sexual relations with a person of the same sex/gender. Some may be offended by this term and prefer one or more of the following: LBGTIQQ (lesbian, gay, bisexual, transgender, intersexed, queer, questioning)

**Inclusiveness:** A commitment to foster a climate that represents and values members of diverse social identity groups. Inclusive practices occur at the individual, cultural and institutional levels, creating a culture where all members feel they are welcome and belong.

**Intersectionality:** An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they

interact and intersect in individuals' lives, in society, in social systems, and are mutually constitutive.

**Microaggressions:** Microaggressions are subtle words, cues, and/or behaviors that insult, invalidate, or exclude traditionally marginalized group members. The long term effect of micro aggressions can have a significant negative effect on one's health

**Oppression:** Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

**People first language (PFL):** Puts the person before the disability. "People with disabilities" acknowledges that individuals with disabilities are people first and not their diagnosis or disability.

**Privilege:** Systemic favoring, enriching, valuing, validating, and including of certain social identities over others. Individuals cannot "opt out" of systems of privilege; rather these systems are inherent to the society in which we live.

**Queer:** A political term or identity to describe any person living or identifying outside of heteronormative ideals

**Race:** A social construct that divides people into groups based on factors such as physical appearance, ancestry, culture, history, etc; a social, historical and political classification system.

**Racism:** A system of oppression involving systematic subordination of members of targeted racial groups by those who have relatively more social power. This subordination occurs at the individual, cultural and institutional levels.

**Sexism:** A system of oppression that privileges men, subordinates women, and denigrates women-identified values. This subordination occurs at the individual, cultural, and institutional levels.

**Sexual orientation:** A concept referring to sexual desire and preference for emotional and sexual relationships with others based on their sex/gender; often implies that sexual object choice is an essential, in-born characteristic, so may be problematic to some.

**Social class:** (as in upper class, middle class, lower class, working class) refers to people's socio-economic status, based on factors such as wealth, occupation, education, income, etc.

**Transgender Person:** A broad umbrella term for people whose self-identification challenges traditional notions of gender and sexuality and do not conform to traditional understandings of labels like male and female or heterosexual and homosexual.

**White Privilege:** Institutional set of benefits, including greater access to resources and power, bestowed upon people classified as white.

**White Supremacy:** The assumption or theory that whites are superior to all other races and should be in power and control.

## Caucus Work at WPC

Caucusing is integral to the work of anti-racism. It provides safe environments for people who share similar racial experiences to explore the dynamics of race. Without fear of offending or alienating others, caucus participants can investigate feelings, attitudes and experiences that are part of their shared racial experiences. Racial privilege (for White people) and racial oppression (for People of Color and Indigenous people) shape racial identity and cross-race interactions in significant ways. Because of this, it is important to spend time in same-race groups to explore issues of privilege, oppression and identity. Caucusing does not replace the need for mixed-race settings where we need to work together to eliminate racism and other forms of oppression. Rather, caucuses help us work better together in cross-race settings. The majority of the time at WPC is spent working together; however, one to two hours each day is set aside to provide attendees the opportunity to meet in separate groups to explore how racial privilege and racial oppression are operating at WPC and how we might support one another in an environment where well-meaning, imperfect people are struggling (some for the first time) to understand difficult issues regarding race.

WPC has three race-based caucuses for conference attendees on Thursday, Friday and Saturday; one for people of color/ Indigenous people, one for white people, and one for people who identify as mixed or multi-race individuals. WPC conference organizers and caucus facilitators ask that conference attendees honor and respect caucus spaces. It is our hope that you will attend the caucus for your racial group and not attempt to attend a caucus meeting that is not designed for you. If anyone is uncertain about why separate caucuses are vital to anti-racism work and the work of WPC, you may raise these issues in your appropriate caucus space for discussion.

WPC conference organizers recognize that other cultural groups may need spaces during the conference to discuss issues unique to their experiences. Anyone who wishes to initiate a meeting for members of his or her affinity group—Jews, Muslims, people with disabilities, or LGBTQ individuals, to name a few, can do so. To ensure respect for the purpose of the conference, we do ask that meeting times not coincide with the meeting times for the caucuses.

For this conference, race must remain the guiding theme of our work. We hope that conference attendees will understand that racial caucuses are central to the goals of the conference and will attend caucuses designed for their racial group. We also hope that affinity groups will include race as an important topic in their exploration of the issues that define their unique experiences at WPC and beyond.

Eddie Moore, Jr., WPC Organizers and Caucus Facilitators

---

**People of Color/Indigenous People Caucus (Madison Ballroom C)** WPC attendees who identify as people of color and indigenous people are encouraged to join this daily conversation. This caucus will provide an opportunity to share information, feelings, and experiences that occur during the conference. Come join us in a unique space for support and collaboration.

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

**Bi/multi-Racial/Mixed-Heritage Caucus (Hall of Fame)** WPC attendees who identify as bi/multi-racial or mixed-heritage are encouraged to join this conversation. This caucus will provide a place to explore the ways racism has impacted us, our connections to communities of color and our relationship to whiteness and privilege. We will share information, feelings, stories and collective understanding about how being mixed shapes our lives and our WPC experience.

**Facilitator: Vanessa Roberts**

**White Anti-Racist Caucus (Madison Ballroom A)** WPC attendees who identify as white are invited to meet with other anti-racist white people. We will explore issues of white privilege, white supremacy, internalization of white superiority, and accountability to people of color and how they manifest at WPC and beyond. The caucus is a space to offer support, challenge one another, and explore strategies for making change and taking action that challenges white supremacy, white privilege and other forms of oppression. *Note:* All white caucus participants initially meet in the same large meeting space in order to receive group/facilitator/room assignments. After the large-group introduction, participants move toward their small group meeting spaces.

**Facilitators: Shelly Tochluk, Francie Kendall, Ali Michael, Ilsa Govan, Beth Applegate, Mary Watson, Christine Saxman, Tilman Smith, Robin DiAngelo, Garrett Naiman, Jordon Johnson, Jamie Utt, Randy Clancy, Maura Eden, Natania Kremer, Sarah Shatz, and Peggy Peloquin**

---

**\*\*\*\*\*Good Listeners are available during caucus time in The Dane Room\*\*\*\*\***



## **Youth Action Project**

### **What is YAP?**

The Youth Action Project will provide a safe and challenging space, geared toward youth of ALL ethnic backgrounds, who are committed to understanding and dismantling white supremacy, white privilege, and other forms of oppression.

### **What are YAP's goals?...SNAP! (See, Name, Act, Proceed)**

- Students will **SEE** and be fully aware of the multiple manifestations of white supremacy, white privilege and other forms of oppression.
- Students will have the courage and confidence to **NAME** white supremacy, white privilege and other forms of oppression.
- Students will **ACT** by taking effective, creative and urgent measures to dismantle white supremacy, white privilege and other forms of oppression.
- Students will **PROCEED** as leaders, planting ongoing seeds of change in their communities.

**YAP Team:** YAP facilitators are Jada Monica Drew, Wade Colwell-Sandoval, Rosetta Lee, Nini Hayes, Jeffery Cox, Jesse Phillips-Fein, Anna Von Essen, Stephanie Ciccone-Nascimento and Jazelyn Montanez; they are supported by Carrie Romo and Tiffany Taylor-Smith.

**YAP Space:** YAP space will be at the Concourse Hotel; in the Madison Ballroom.

Youth registered for the Youth Action Project will participate in the WPC Opening Ceremony, all keynote speakers, a variety of activities, reflections, journaling, family groups, community groups and ethnic and affinity groups, community circles, and film screenings **\*Youth participants MUST attend the entire YAP, Youth are not allowed to attend WPC workshops during the Youth Action Project.**

## **YAP SCHEDULE**

### **Wednesday, March 26**

8:00pm - 9:30pm

Film Screenings at the Concourse  
Suggested Films: *Miss Representation* and *Trust*

### **Thursday, March 27**

7:00am - 10:30am

YAP Registration and Check-In at Monona Terrace

8:30am - 10:30am

Keynote: Jacqueline Battalora followed by Jasiri X Performance  
Chaperones bring youth to keynote, sit with them in the designated YAP section near the stage, check-in upon the conclusion

10:45am

YAP Opening Ceremony at the Concourse

12:15pm - 1:00pm

Lunch (YAP eat lunch together)

5:45pm

YAP Check-Out at the Concourse (chaperones must sign youth out)

6:00pm - 7:30pm

Meet the Speakers & Book-Signing Reception (Monona Terrace)

7:00pm - 9:00pm

YAP Open Mic at the Concourse (WPC and YAP attendees)  
Doors Open at 6:45

8:00pm - 9:30pm

Film Screenings at the Concourse  
Suggested Film: *White Scripts and Black Supermen*

9:00pm - 10:00pm	Coffee House: 'Brewing' Conversation Space for Youth, facilitated by youth leaders (Conference Room 3 at the Concourse)
<b><u>Friday, March 28</u></b>	
8:30am - 10:30am	Opening and Keynote: John Powell at Monona Terrace Chaperones bring youth to keynote, check-in at reserved YAP section near the stage, youth sit with YAP
12:00pm - 12:30pm	Lunch (YAP eat lunch together)
5:15pm	YAP Check-Out at the Concourse (chaperones must sign youth out)
5:30pm - 7:00pm	Community Dinner at the Concourse (reservation required/additional cost)
7:15pm - 8:30pm	Theatrical Performance by Daniel Beaty at the Concourse
8:45pm - 10:15pm	Film Screenings at the Concourse <i>Suggested Film: I Learn America</i>
9:00pm - 10:00pm	Coffee House: 'Brewing' Conversation Space for Youth, facilitated by youth leaders (Conference Room 3 the Concourse)
<b><u>Saturday, March 29</u></b>	
8:30am - 10:15am	Opening and Keynote: Rosa Clemente Chaperones bring youth to keynote, youth sit with YAP, on own the remainder for the day to participate in the main conference
10:30am - 12:00pm	Youth attend WPC Concurrent Workshop – Session 5 <i>Suggested workshops:</i> - <i>Karate Chops, Geishas, Nerds &amp; The Asian Invasion (Palmer)</i> - <i>Our Minds, Their Messages (Pollack)</i> - <i>Red, White &amp; Blue...Do I Fit In Too? (Swindell-Sakoor)</i>
12:00pm - 12:30pm	Lunch Pick-up (Exhibition Hall at Monona Terrace)
12:30pm - 2:00pm	Youth attend Concurrent Workshop – Session 6 <i>Suggested workshops:</i> - <i>Hair Me Out! (Gay)</i> - <i>Twelve Angry Teens (A. Lee, B. Lee, Wigginton Greene, Moore)</i> - <i>Active Listening for Social Justice (Kessler)</i>
2:15pm - 3:45pm	Youth attend Concurrent Workshop – Session 7 <i>Suggested workshops:</i> - <i>Connecting Youth and Adults in Social Justice (Pollack, Swindell-Sakoor)</i> - <i>Cashing In On Skin (Roberts)</i> - <i>White Privilege in Youth Organizing (Thorpe, Michels)</i>
3:30pm	Youth participating in Youth Celebration meet in designated space (Exhibition Hall at Monona Terrace)
4:00pm - 5:15pm	Closing Ceremony and Youth Celebration
5:30pm - 7:00pm	Caucus Groups

**Follow YAP on Twitter: @OH\_SNAP\_YAP**  
**Like us on Facebook: Youth Action Project**





**HACKMAN**  
CONSULTING GROUP LLC

*Deep Diversity, Equity and Social  
Justice Consulting for a Changing World*

**Hello and welcome** to the Hackman Consulting Group. We are a broad-based group of trainers, teachers and experts from multiple disciplines capable of addressing all of your organization's needs regarding deep diversity, equity and social justice issues. Given the depth and breadth of experience HCG brings, we can consult on an extremely wide array of deep diversity, equity and social justice issues such as racial equity in education, gender diversity in the workplace, or class equity issues in the non-profit sector.

Our many years of combined experience coupled with our passion, commitment and vision around these issues make HCG an excellent choice for you and your organization.

**“Having worked with a number of consultants over the past 20 years, none have been as effective in creating systemic change within our institution as the Hackman Consulting Group.”**

*— Lou Anne, High School Administrator*

## **SERVICES WE PROVIDE**

We provide a wide range of services, including:

- Comprehensive Organizational Assessments
- Short and Long-term Training
- Short and Long-term Consultation
- Individual Coaching
- Leadership Training
- Training-of-Trainers Programs
- Strategic Planning and Mission Development
- Keynotes
- Conference Presentations

## **CONTEXTS WE CONSULT IN**

We consult in a wide range of fields, including:

- Education: E-12
- Education: Higher Education
- Medical/Health Care
- Legal
- Non-profit and Foundations
- Corporate/Business
- Government
- Human Services
- Faith-based Organizations

**Contact us today to learn more about  
how we can help your organization.**

[info@hackmanconsultinggroup.org](mailto:info@hackmanconsultinggroup.org) | [www.hackmanconsultinggroup.org](http://www.hackmanconsultinggroup.org)



## Wednesday, March 26

### ♦ 9:00 am – 5:00 pm: 2<sup>nd</sup> Annual Black Male Think Tank (Concourse Hotel, Assembly Room)

Advanced registration required. Box lunch pick up will be in the Wisconsin Ballroom from 12:30 – 1:00 pm.

### Howard C. Stevenson: Racial Illiteracy: Missing Data in Understanding the State of Black Males

While numerous statistics abound regarding the negative plight of Black males in the United States, these numbers hide the relational aspects of Black male academic and emotional outcomes. This presentation seeks to identify what it is in relationship to Black males that bring about their demise rather than simply the recounting of their plight and conditions in schools, prisons, and employment. The quality and history of relationships to Black boys and men represent missing data. To understand how people relate to Black males and how they engage the world gives more meaning and uncovers the degree to which our society remains racially illiterate and paralyzed toward seeing Black males as little more than cancer, snakes, or monsters.

Stevenson, Jr., Ph.D. is a Professor of Education and Africana Studies at the University of Pennsylvania, in the Applied Psychology and Human Development Division at the Graduate School of Education. His research interests include the development of racial socialization interventions to promote racial literacy and coping strategies linked to emotional and academic well-being for youth and their families.

### ♦ 9:00 am – 5:00 pm: Institutes (Concourse Hotel)

Advanced registration required. Box lunch pick up will be in the Wisconsin Ballroom from 12:30 - 1:00 pm.

#### 1) Navigating Triggering Events (University Room C)

Kathy Obear and Tanya Williams

#### 2) White on White: Communicating about Race and White Privilege Using Critical Humility (University Room B)

European American Collaborative Challenging Whiteness

#### 3) Orientation to White Privilege and Strengthening Cross Racial Skills (Senate Room A)

Darlene Flynn and Robin DiAngelo

#### 4) “Y’all Gonna Make Me Lose My Mind!:)” An Institute for People of Color (Conference Room 4)

Robin Parker, Pamela Smith Chambers and Jorge Zeballos

#### 5) Our Bodies Know the Way: Using Cellular Wisdom to Dismantle Whiteness and Live In Deep Community (Conference Room 2)

Heather W. Hackman

#### 6) The Power of Polarities: Interrupting White Privilege and Building Sustainable Relationships (University Room A)

Beth Applegate, Shenandoah Gale, Tony Benne Richards, Helen Starkweather and C.Terrill Thompson

7) What's a White Parent To Do: Talking Privilege with our Kids, Understanding the Impact of Racism in Schools and Advocating for Racial Justice (Conference Room 3)  
Kristen Petroschius, Sarah Hinkley and Sarah Quinn

8) White Women: Internalized Sexism and White Superiority (Senate Room B)  
Tilman Smith and Ilsa Govan

9) Deepening Our Relationships and Transforming Communities: Vulnerability and Shame as an Asset to Seeking Justice (Conference Room 5)  
Jordon Johnson and Storme Lynn

10) YAP (Youth Action Project) Middle School Institute (Capital A Ballroom) *\*The Middle School Institute ends at 3:00 pm*

11) YAP (Youth Action Project) High School Institute (Capital B Ballroom) *\*The High School Institute ends at 3:00 pm*

### ◆ 8:00 – 9:30 pm: Film Screenings (Concourse Hotel)

#### 1) Miss Representation (this screening will be from 8:00 –10:00 pm) (Capital B Ballroom)

In a society where media is the most persuasive force shaping cultural norms, the collective message that our young women and men overwhelmingly receive is that a woman's value and power lie in her youth, beauty, and sexuality, and not in her capacity as a leader. This documentary film explores women's under-representation in positions of power and influence in the United States and challenges the limited portrayal of women in mainstream media.

<http://missrepresentation.org/>

**Facilitators: Youth Leaders**

**\*RECOMMENDED FOR YOUTH**

#### 2) Ain't Nothing Funny (University Room)

The *Ain't Nothing Funny* documentary is a thought provoking and action-inspiring conversation about hopelessness and the quiet struggles in Black America. People who claim to know the answers, blame everything from video games to the school system to rap music. But the truth is it all starts at home. This is not a film that is supposed to make you feel good. It is a film that will challenge you to look inside yourself and decide, once and for all, what it is that *you will do* to help make your America a better place to live.

[www.frederickpreston.com](http://www.frederickpreston.com)

**\*Director's Series**

**Facilitator: Frederick James Preston**

#### 3) Cracking the Codes (this screening will be from 8:00 –10:00 pm) (Capital A Ballroom)

This film asks that we understand and talk about the causes and consequences of systemic inequity and illuminates a system that perpetuates structural inequity using moving personal accounts from 23 leaders in the equity movement including: Amer Ahmed, Joy DeGruy, Ise Lyfe, Peggy McIntosh, Hugh Vasquez and Tim Wise. At this evening event, Shakti Butler will braid the film showing with facilitated dialogue as a catalyst for transformative learning.

<http://crackingthecodes.org/>

**\*Director's Series**

**Facilitator: Shakti Butler**

#### 4) What Makes Me White (Senate Room)

A film about the role of race in the daily lives of white people. Designed as a tool for the classroom, boardroom, and church basement, the film avoids blame, guilt, or "political correctness." Instead, it inspires white people to honest reflection about the invisible influence of whiteness on their personalities and their life choices.

<http://www.whatmakesmewhite.com/>

**Facilitator: Sheri Schmidt, Rachel Samuels and Ilana Morris**

#### 5) Trust (Assembly Room)

A documentary that tells the story of an 18-year-old Hondureña who, with the help of a troupe of immigrant teenage actors, courageously leaves behind the sexual and cultural violence of her past, and creates a bright future for herself. TRUST is a story of resilience, a hopeful film about the intersection of community, storytelling and courage.

<http://trustdocumentary.org/>

**Facilitators: Brenda Guzman and Kendal Dean**

**\*RECOMMENDED FOR YOUTH**

*\*Director's Series denotes that the film's director will be in attendance and leading the discussion*

**How often do you pick up a drink at *Starbucks* or your local cafe?**



***Are you willing to spend the same amount to secure the future of WPC?***

Once a year:	\$5.00	Once a month:	\$60.00
Once a week:	\$260.00	Twice a week:	\$520.00
Three times a week:	\$780.00	Too many times to keep track?!	\$1,000

Please join us in securing the future of WPC as a founding supporter of our new non-profit:  
**The Privilege Institute!**

*Please join our mobile giving campaign while at the conference!*

**To give right now, text the following to 4144:**

- 1. enter the word: community**
- 2. skip a space and then enter Your Amount in Dollars (for example, if you wish to donate \$30.00 just type 30)**
- 3. Optional: skip a space and then enter Your Name**
- 4. Optional: skip a space and enter any short special message you'd like to share (ex. I support WPC)**

# Explore your call at *McCormick*



McCormick Theological Seminary provides grounding in ministry that is cross-cultural, urban, Reformed and ecumenical, offering degree and certificate programs, cultural-specific education, and continuing education.

Visit us at **mccormick.edu** or  
call 773.947.6300 today!

## Thursday, March 27

### ◆ 6:45 – 7:45 am: Optional Yoga for the Movement (Caucus Room, Concourse)

See General Information for details

### ◆ 8:30 – 9:00 am: Opening Ceremonies and Announcements (Exhibition Hall)

### ◆ 9:00 – 10:00 am: Keynote (Exhibition Hall)

#### **Jacqueline Battalora: Birth of a White Nation**

There is a specific time, identifiable in law, when a group of humanity called "white people" became a common reference. This keynote addresses how, when, where, and why this category of humanity was created and examines the meanings assigned to the group through U.S. law and policy.

Battalora is an attorney and professor of sociology who works as an anti-racist writer and educator. At Saint Xavier University in Chicago, she teaches courses in law and society, having completed graduate work at Northwestern University where her research was shaped by an interest in the social forces that make deep human connections across race "lines" so difficult to sustain. She is the author of *Birth of a White Nation: The Invention of White People and Its Relevance Today*. She speaks widely on the topic of the invention of white people in law and has been conducting white awareness training sessions since the mid 1990s. She has trained undergraduate and graduate students, teachers as well as lawyers, judges, activists, corporate and law enforcement officials on the legal historical record of white privilege and its implications for work conducted today.

### ◆ 10:00 – 10:30 am: Special Performance by Jasiri X (Exhibition Hall)

#### **Don't miss a special performance "The Value of Black and Brown Life" by Jasiri X**

Emcee and community activist Jasiri X is the creative force and artist behind the ground breaking internet news series, This Week with Jasiri X, which has garnered critical acclaim, thousands of subscribers, and millions of internet views. A six time Pittsburgh Hip-Hop Award winner, Jasiri X is the first Hip-Hop artist to receive the coveted August Wilson Center for African American Culture Fellowship. A founding member of the anti-violence group One Hood, Jasiri X recently started the New Media Academy to teach young African-American boys how to analyze and create media for themselves. <http://www.youtube.com/user/jasirix>

### ◆ 10:45 am – 12:15 pm: Concurrent Workshops #1

Approximately 100 workshops are being offered this year at WPC15. Workshop descriptions begin on page 34. Please refer to the workshop insert for specific workshop times and locations.

**PLEASE NOTE:** Meeting room sizes vary at Monona Terrace. Some rooms hold 400 people and some hold 40 people (larger rooms noted on the workshop schedule insert). If a room is at capacity, the workshop will be closed. Please respect closed workshops and select a second choice workshop in a larger room. Many workshops are offered twice and most presenters present twice, so please know you may have another opportunity to participate.

### ◆ 12:15 – 1:00 pm: Lunch Pick Up (pick up your box lunch in the Exhibition Hall)

♦ **1:00 – 2:30 pm: Concurrent Workshops #2**

♦ **2:45 – 4:15 pm: Concurrent Workshops #3**

♦ **4:30 – 6:00 pm: Caucus Time**

- 1) People of Color/Indigenous Caucus (Madison Ballroom C)
- 2) Bi-Racial/Mixed Heritage Caucus (Hall of Fame)
- 3) White/Anti-Racist Caucus (Madison Ballroom A)
- 4) Need a Good Listener? (Dane Room)

♦ **6:00 – 7:30 pm: Meet the Speakers and Book-Signing Reception (Exhibition Hall)**

Join us for this FREE, informal event. Light refreshments will be served. Meet conference speakers, discuss their work, and have your books signed. Books will be available for purchase.

♦ **7:00 – 9:00 pm: YAP Open Mic (Concourse Hotel, Madison Ballroom)**

All shapes, sizes, styles and ages are invited to attend this event; hosted by YAP organizers Jada Monica Drew and Wade Colwell-Sandoval.

♦ **8:00 – 9:30 pm: Film Screenings (Concourse Hotel)**

**1) From a Silk Cocoon (University Room)**

The discovery of a small metal box leads to the uncovering of a family story, shrouded in silence for more than 60 years. Woven through their censored letters, diary entries, and haiku poetry, is the true story of a young Japanese American couple whose shattered dreams and forsaken loyalties lead them to renounce their American citizenship while held in separate prison camps during World War II. They struggle to prove their innocence and fight deportation during a time of wartime hysteria and racial profiling.

[www.fromasilkcocoon.com](http://www.fromasilkcocoon.com)

**Facilitators: Octavius Sanders and Mele Makalo**

**2) The New Black (Senate Room)**

*The New Black* is a documentary that tells the story of how the African-American community is grappling with the gay rights issue in light of the recent gay marriage movement and the fight over civil rights. The film documents activists, families and clergy on both sides of the campaign to legalize gay marriage and examines homophobia in the black community's institutional pillar—the black church and reveals the Christian right wing's strategy of exploiting this phenomenon in order to pursue an anti-gay political agenda.

<http://newsreel.org/>

**Facilitator: Tanya Williams and Marta Esquilin**

**3) American Outrage (Assembly Room)**

AMERICAN OUTRAGE asks why the United States government has spent millions persecuting and prosecuting two elderly, Native American women grazing a few hundred horses and cows in a desolate desert. The United States Bureau of Land Management insists the sisters are degrading the land. The Dann sisters say the real reason is the resources hidden below this seemingly barren land, their Mother Earth.

[www.gageandgageproductions.com](http://www.gageandgageproductions.com)

**Facilitators: Bob Amico and Lance Kelley**

**4) White Scripts and Black Supermen (Capital A Ballroom)**

Through interviews with prominent artists, scholars and cultural critics along with images from the comic books themselves, this film examines the degree to which early Black superheroes generally adhered to common stereotypes about Black men. From the humorous to the offensive, early Black superheroes are critically considered.

<http://newsreel.org/>

**Facilitators: Erran Briggs and Valerie Alagon**

**\*RECOMMENDED FOR YOUTH**

**5) Gaining Ground (Capital B Ballroom)**

Gaining Ground, a follow-up to the award-winning documentary Holding Ground (1996), shows how one diverse Boston neighborhood has managed to stem the tide against enormous odds. Building on a 25-year legacy of innovative community organizing, a new generation of Dudley Street neighborhood leaders has managed to foster hope and create opportunity in challenging times.

[www.holdinggroundproductions.com](http://www.holdinggroundproductions.com)

**Facilitators: Joe-Joe McManus, Clare DeLong and Brandon Johnson-Smith**

**WPC is working hard to foster a Community of Action.**

**As one action, we encourage you to give to WPC in whatever amount that you're able.**

**To give right now, text the following to 41444:**

- 1. enter the word: community**
- 2. skip a space and then enter Your Amount in Dollars (for example, if you wish to donate \$30.00 just type 30)**
- 3. Optional: skip a space and then enter Your Name**
- 4. Optional: skip a space and enter any short special message you'd like to share (ex. I support WPC)**



# Never Give Up!

Ama's Journey to Freedom on the Underground Railroad



## A Film by Kesa Kivel

Grades 5-10

"A MUST-HAVE..."

- *School Library Journal*

"Full of inspiring examples of resistance and informative historical context, this film is a must-see for all students of U.S. history."

- *Ariel Luckey, Educator/Artist*

"I noticed marked changes in the faces and body language of the students whom Kesa Kivel filmed. At the start they looked to me like teens acting cool. By the end I saw them as sobered, still, and reflective young people who had been deeply touched by their experience. I feel that students who see the film in class will also be deeply moved by it. I recommend *Never Give Up*."

- *Peggy McIntosh, Ph.D., Anti-Racist Activist*

*Founder and Senior Associate, National SEED Project on Inclusive Curriculum  
(Seeking Educational Equity and Diversity)*

## A Board Game by Kesa Kivel

**COMING SOON** for ages 14 & up - a free, downloadable "STAND AGAINST RACISM" board game.

**GOAL:** After responding to "Healer" cards that each describe a specific incident of racism, players move markers on the game board toward the finish line.

**PURPOSE:** Players will become aware (or more aware) that racism exists in many different kinds of situations, learn why each situation is racist, and acquire tools to interrupt these situations.

Film, curriculum, and game are **FREE** to educators at  
**[www.nevergiveupfilm.org](http://www.nevergiveupfilm.org)**



## Friday, March 28

### ◆ 6:45 – 7:45 am: Optional Yoga for the Movement (Caucus Room, Concourse)

See General Information for details

### ◆ 8:30 – 9:15 am: Opening Ceremonies and Announcements (Exhibition Hall)

### ◆ 9:15 – 10:15 am: Keynote (Exhibition Hall)

#### **John A. Powell: Racing to justice: Moving beyond white hierarchy and supremacy to build a fair and inclusive identity and society**

Dr. Powell will focus on the changing meaning and understanding of race and whiteness in the 21st Century. He will examine the different ways that race is and can be used to construct our society and to advance or retard justice and interbeing. He will explore race from an economic, political and self making level and discuss what is needed to build healthy just relationships and community.

Powell is the Executive Director of the Haas Institute for a Fair and Inclusive Society, Professor of Law, and Professor of African American Studies and Ethnic Studies at the University of California, Berkeley, and holds the Robert D. Haas Chancellor's Chair in Equity and Inclusion. He was recently the Executive Director of the Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University. He has written extensively on structural racism, racial justice and regionalism, concentrated poverty and urban sprawl, opportunity based housing, voting rights, affirmative action in the United States, South Africa and Brazil, racial and ethnic identity, spirituality and social justice, and the needs of citizens in a democratic society. He is the author of several books, most recently *Racing to Justice: Transforming our Concepts of Self and Other to Build an Inclusive Society*. Previously, Powell was National Legal Director of the American Civil Liberties Union; worked and lived in Africa, where he was a consultant to the governments of Mozambique and South Africa; and was one of the co-founders of the Poverty & Race Research Action Council.

### ◆ 10:30 am – 12:00 pm: Concurrent Workshops #4

### ◆ 12:00 – 12:30 pm: Lunch Pick Up (pick up your box lunch in the Exhibition Hall)

### ◆ 12:30 – 2:00 pm: Accountability and Action Planning

WPC has committed to becoming a “community of action”. Our goal is that every participant will take our conference learning beyond the walls of our program classrooms and back into our own home environments by way of meaningful action.

To do this, each conference program of the WPC should ultimately have an intentional action component. Our goal is to weave accountability programs and processes throughout the conference itself. In addition, we are pleased to once again offer a variety of workshops with a very explicit action and accountability focus. Interested in joining the accountability planning team? Contact Carla Mestas at [cmestas@comcast.net](mailto:cmestas@comcast.net) or Jody Alyn at [jody@alynconsulting.com](mailto:jody@alynconsulting.com). Stop by the Accountability table to learn more.

#### **1) Accountability 101 (Madison Ballroom D)**

##### **Facilitator: Lila Cabbil**

An interactive workshop to explore what accountability means to you on three levels: Personal, Institutional and Structural. Participants will share examples of accountability in practice and

reference resources for crafting their own plan. Lila Cabbil is the co-editor of Accountability and White Anti-racist Organizing

## **2) Indigenous Activists' Accountability (Meeting Room N)**

**Facilitators: Thomas Pearce and Lance Kelley**

Connect with Indigenous movements to protect the land and the people. Meet with organizers and activists from across the country working to address environmental and sacred land issues, as they intersect with economic exploitation, facing indigenous people across North America (Idle No More, Navajo Water Rights, Uranium Contamination in Indigenous communities, the effort to reign in Coal Mining and Coal Burning Power Plants on indigenous lands, etc.) Facilitators will work with participants to find new ways to respond to the destruction of communities through the exploitation of resources.

## **3) Accountability in Independent Schools (Madison Ballroom A)**

**Facilitators: Eddie Moore, Jr., Tiffany Taylor Smith, Elizabeth Denevi and Rosemary Colt**

We invite Independent School educators to engage in a conversation focused on advancing and deepening the institutional commitment to and efforts around nurturing diversity and achieving equity.

## **4) Moving K-12 Public Schools to Anti-Racist Action (Hall of Ideas G)**

**Facilitators: Deidra Gorman and Andrea Johnson**

Participants will engage in a vibrant conversation about the paths and pitfalls to transforming Public Schools into spaces that interrupt White Privilege and promote anti-racist practices. Strategies for accountability, staff development and student engagement will be shared. The dialogue will empower participants to return to their home schools armed with language and concrete practices that can foster a more inclusive environment for all stakeholders

## **5) Journaling Toward Accountability (Meeting Room O)**

**Facilitator: Leslie Picca**

This session will discuss the advantages and drawbacks of using journal writing as an active strategy for resisting racism. Relying on data collected from undergraduate college students (from 2002-2013), we will discuss how journal writing can help foster one's accountability to confronting and challenging hostilities, privilege, and racism in our everyday lives.

## **6) Sports Justice (Hall of Ideas H)**

**Facilitator: Charles Modiano**

Media influences how we think. Sports media can be particularly influential. This session will help us examine how sports media actively perpetuates systems of power and privilege through biased and prejudicial reporting practices, and what we can do about it.

## **7) White People Taking Action for Racial Justice (Madison Ballroom B)**

**Facilitator: Dara Silverman**

Join SURJ: Showing up for Racial Justice to plan together how to take what you have learned and bring it into your life outside of the WPC. SURJ is working with 16 local groups and a half dozen national networks to move white people from talk into action for racial justice. We will share our accountability model and actions that our members will be taking in the coming months.

## **8) Biracial & Multiracial (Meeting Room P)**

**Facilitator: Vanessa Roberts**

This session is open to individuals who identify as biracial and/or multiracial, and the parents of biracial and/or multiracial children. The goal is to connect as a community, share stories, and identify our needs and how to best meet them. In addition, the hope is also to share resources currently available, and establish an accountability network among participants.

#### **9) Collaborate on Research Projects Related to WPC (Meeting Room Q)**

**Facilitator: Marguerite Welch**

This session is for people who are conducting, planning, considering, or curious about research related to white privilege and white supremacy. The WPC provides a terrific opportunity for engaging people in research - both as participants and as co-inquirers.

#### **10) Canadian Activists: Collaboration and Accountability (Meeting Room R)**

**Facilitator: Finley Clare**

This session hopes to bring together Canadian activists; identify Canadian based action regarding white privilege, social and racial justice; and offer ideas for Canadian activists continued engagement including the possibilities of:

- Formation of a website focused on Federal and Provincial government accountability regarding missing and murdered Aboriginal women;
- Formation of a website focused on Federal and Provincial government accountability regarding the Idle No More movement;
- Promotion of Feagin and Picca's research in Canada

#### **11) Accountability for College Students (Hall of Ideas F)**

**Facilitators: Kristi Carey, Rachel Samuels, Verónica Velez-Cuevas, Fatima Guled and Michelle Sagalchik**

This session will offer students the opportunity to exchange ideas and engage in conversation regarding how to bring back the tools of the White Privilege Conference to their respective universities. It will address being accountable for their actions now that they have attended WPC15, raising consciousness of privilege, how to talk about privilege in a non-threatening way, and tangible ways to produce social change in not only their universities but in the community as well. In doing so, college students will be able to connect with one another and learn what has/hasn't worked in the past regarding raising awareness and creating positive change.

#### **12) Accountability and Planning for People of Color (Hall of Ideas I)**

**Facilitator: Pamela SmithChambers, Jorge Zeballos and Robin Parker**

The issue of accountability between whites and people of color who work together to eliminate racism is one that remains complex and difficult to understand. This workshop will gather people of color to discuss what accountability means and what it looks like in relationships with white people. Participants will be invited to explore the emotional impact that comes when accountability fails. Facilitators will offer a template for accountability that can help build healthier, more productive working relationships.

#### **13) Engaging LGBT Youth in Racial and Educational Justice (Meeting Room M)**

**Facilitator: Kerianne Smith**

In an effort to expand the scope of LGBT advocacy in our schools the Colorado GSA Network has compiled a resource to engage LGBT student clubs in racial and educational justice. This guide is intended to provide a variety of activities, discussion topics, and tools to use throughout the school year to examine intersections of identity and the concepts of privilege, power, and oppression,

while encouraging personal reflection and community engagement. The tools and resources in this guide are flexible and it is encouraged to be used in a manner that best suits your group's needs.

#### **14) LGBT Accountability (Meeting Room L)**

**Facilitators: Stephanie Puentes, Jordon Johnson and Storme Lynn**

In this session we will look at building LGBT accountability within the White Privilege Conference. The primary focus will be on personal accountability and authenticity in our relationships with each other. Our hope is to start with building accountability within the conference itself and then evolve the work outward over time.

#### **15) Institutional Organizing (Hall of Ideas J)**

**Facilitator: Robette Dias**

Using a rigorous power analysis, Crossroads helps institutions examine how they perpetuate racism by identifying barriers to antiracist multicultural diversity. In this session, Crossroads will share an institutional assessment tool with participants and then help them discern their next steps to enhance their institution's commitment to racial equity

#### **16) What it Takes to Host WPC and the Impact of Hosting WPC in Your State (Hall of Fame)**

**Facilitators: Thomas Harris and Jordan Johnson**

**Note:** *members of previous host teams are invited to attend to share insights and answer questions. Members and potential members of future host teams (including Louisville, KY; Philadelphia, PA; Grand Rapids, MI) are especially encouraged to attend.*

Have you thought about hosting a future White Privilege Conference in your state? If so, this session is for you. In this session there will be former WPC Host Committee Chairs and others sharing different perspectives of what it takes to pull together a collaborative State/Regional WPC Host Committee of Cosponsors, including the tangible and intangibles necessary to host the most successful WPC. On the other hand, if you have never thought about the possibility of bringing WPC to your state, come to this session to ask questions and find out about the positive impact that it has left on statewide communities.

#### **17) Find Your Voice: Getting Published in and Volunteering for the *Understanding and Dismantling Privilege* Journal (Hall of Ideas E)**

**Facilitator: Moselle Bernal**

*Understanding and Dismantling Privilege* (UDP) is the official journal of the White Privilege Conference, published in partnership with the Matrix center for the Advancement of Social Equity and Inclusion. This open-access, on-line journal provides a forum not only for traditional research on equity, power and privilege, but also for sharing tools, strategies and best practices; self reflections; and youth voices. In this workshop, you will learn how to be part of this important work and let your voice be heard as an author, reviewer, or potential editorial board member. Even if you've never been published before or aren't part of an "academic community," UDP offers a place where your voice can be heard. Are you an activist? A strong writer? Come meet others that might be interested in partnering to produce a publication. Journal staff will demonstrate how to find the journal online, how to register as an author, or reviewer, how to submit or review articles, and answer all questions. You will leave with the tools you need to let your voice be heard via this international forum.

#### **♦ 2:15 – 3:15 pm: Keynote (Exhibition Hall)**

**Joe Feagin: Racial Justice Efforts: How Social Science Can Help**

Feagin will discuss examples of racial justice activism by social scientists and how that is supported and informed by social science concepts (for example, the "white racial frame") and by social science community research.

Feagin, Ella C. McFadden Professor in sociology at Texas A & M University, has done much research on U.S. racism issues. He has written 64 scholarly books and 200-plus scholarly articles and reports in his areas of sociology of racism, sexism, and urban sociology. His books include *Systemic Racism* (Routledge 2006); *Liberation Sociology* (2nd ed., Paradigm 2008); *White Party, White Government* (Routledge 2012); *The White Racial Frame* (2nd ed., Routledge 2013); *Latinos Facing Racism* (Paradigm 2014); and *Racist America* (3rd ed., Routledge 2014). He is the recipient of a 2012 Soka Gakkai International-USA Social Justice Award, the 2013 American Association for Affirmative Action's Arthur Fletcher Lifetime Achievement Award, and the American Sociological Association's 2013 W. E. B. Du Bois Career of Distinguished Scholarship Award. He was the 1999-2000 president of the American Sociological Association.

♦ **3:30 – 5:00 pm: Caucus Time**

- 1) People of Color/Indigenous Caucus (Madison Ballroom C)
- 2) Bi-Racial/Mixed Heritage Caucus (Hall of Fame)
- 3) White/Anti-Racist Caucus (Madison Ballroom A)
- 4) Need a Good Listener? (Dane Room)

♦ **5:30 – 7:00 pm: Community Dinner, Music and Entertainment (Concourse Hotel – Grand Ballroom)** Advanced registration required.

♦ **7:15 – 8:30 pm: Theatrical Performance Featuring Daniel Beaty (Concourse Hotel – Grand Ballroom)**

**Everyone is welcome to attend Daniel Beaty's Transforming Pain to Power Performance**

Transforming Pain to Power is a motivational performance during which Beaty shares his journey from growing up with a father who was a heroin addict and dealer and an older brother who was addicted to crack cocaine, to discovering his purpose by watching Dr. King, graduating from Yale University, and developing his current career as an internationally renowned actor, singer, and writer. At an early age, God gave Beaty a vision of his life despite the chaos of his home. This presentation is about the triumph of faith over adversity and includes poetry, music, and character excerpts from his award winning plays. Past engagements have ranged from the White House to church and corporate events to school performances ranging from elementary through university level. This presentation is the basis for Daniel's book that will be published by Penguin in March 2014.

Beaty is an award-winning actor, singer, writer, and composer. Last season he had an extended off-Broadway run of his acclaimed solo play *THROUGH THE NIGHT*, and received the 2011 Lucille Lortel, Drama Desk, Drama League and Outer Critics Circle nominations; the 2010 AUDELCO Award for Outstanding Solo Performance and the 2010 Ovation Award for Best Male Lead Actor. His critically acclaimed solo play *Emergence-See!* now re-titled *Emergency*, also garnered numerous awards including two 2009 NAACP Theater Awards including Best Actor. Beaty has worked throughout the U.S., Europe, and Africa. In the upcoming season, his ensemble musical *Breath & Imagination – The Story of Roland Hayes* will premiere. He also has a new solo play on the life of Paul Robeson – *The Tallest Tree in the Forest* slated to premiere next season. He is a proud member of New Dramatists and an Adjunct Professor at Columbia University. Both *Emergency* and *Through the Night* are published and available online.

## ♦ 8:45 – 10:15 pm: Film Screenings (Concourse Hotel)

### 1) The N!GGA Word (University Room)

This film uses interviews and commentary from a wide range of people to discuss the shocking, confusing, painful and sometimes comforting term that is seeing a resurgent use in our society and in many different cultures.

[www.eddiemoorejr.com](http://www.eddiemoorejr.com)

**\*Director's Series**

**Facilitator: Eddie Moore, Jr.**

**\*CLOSED CAPTIONING PROVIDED**

### 2) I Learn America (Senate Room)

A documentary film that follows five immigrant teenagers over the course of one year at the International High School at Lafayette, a public high school in Brooklyn dedicated to newly arrived immigrants from all over the world. The students strive to learn English, adapt to living with family members they haven't seen in years, confront universal trials of adolescence, and search for a future they can claim as their own.

<http://ilearnamerica.com>

**Facilitators: JuanCarlos Arauz, Samantha Luna and Ogden Wright**

**\*RECOMMENDED FOR YOUTH**

### 3) Reflections Unheard (Assembly Room)

Through the personal stories of several former black female Civil Rights activists, this documentary unearths the lesser-known story of black women's political marginalization between the male-dominated Black Power movement, and the predominantly white and middle class Feminist movement during the 1960s and 70s, as well as the resulting mobilization of black and other women of color into a united Feminist movement.

<http://reflectionsunheardfilm.com/>

**Facilitator: Lila Cabbil and Vanessa Roberts**

### 4) Beauty Before Age (Ovations)

A short film that asks gay men ages 19 to 77 about their deepest fears, specifically related to aging, the culture of beauty, the lack of positive role models and the physical effects of HIV. The documentary opens up inter-generational dialogue about life after youth, and in the end seeks to create a safer and more hopeful space in which young people can grow up.

[www.newday.com](http://www.newday.com)

**Facilitator: Daryl Miller**

### 5) Wounded Places: Confronting Childhood PTSD in America's Shell-Shocked Cities (Parlor 629, 6<sup>th</sup> Floor)

Too many of our children, especially children of color in neighborhoods of concentrated poverty, are exposed to adversity, violence, neglect and other forms of trauma and show symptoms similar to PTSD. Traveling to Philadelphia and Oakland, this episode asks not "What's wrong with you?" but rather, "What happened to you?" and "How can we help individuals and traumatized neighborhoods heal?"

[www.theraisingofamerica.org](http://www.theraisingofamerica.org)

**Facilitators: Rhea Almeida and Lisa Dressner**

***\*Denotes that the film's director will be in attendance and leading the discussion***

---

DECONSTRUCTING RACE  
A PROJECT OF THE CALHOUN SCHOOL

PRESENTS  
A NEW DOCUMENTARY BY

*Point Made*  
FILMS



NOTRACISTMOVIE.COM  @NOTRACISTMOVIE

---

ALSO AVAILABLE FROM

*Point Made*  
FILMS



POINTMADE.COM 212•724•6534

## Saturday, March 29

♦ **6:45 – 7:45 am: Optional Yoga for the Movement (Caucus Room, Concourse)**  
See General Information for details

♦ **8:30 – 9:15 am: Opening Ceremonies and Announcements (Exhibition Hall)**

♦ **9:15 – 10:15 am: Keynote (Exhibition Hall)**

### **Rosa Clemente: When Acknowledging Whiteness Is Not Enough**

Are more people talking about white privilege? Has it become trendy to acknowledge white privilege and what does it mean to acknowledge it, but do nothing else? Why is it that in America the talk around race is viewed as hostile, rather than as a way to repair and build bridges within and across communities? What is the history of white radicalness in America and its connections to the larger Black and Brown liberation struggle? How can we all come together to organize and build the bridges between all of us who aspire to be social justice movers and changers. This fun, energetic keynote will leave you ready for the revolution!

Community organizer, freelance journalist and Hip Hop activist, Clemente ran for Green Party Vice President in the 2008 U.S. election. Along with Congresswoman Cynthia McKinney, the pair became the first women of color ticket in American History. Born and raised in South Bronx, NY, Clemente has been a community organizer and a featured keynote speaker, panelist, and political commentator for over 20 years.

♦ **10:30 am – 4:00 pm: Institutes (Concourse Hotel)** (Advanced Registration Required. If you wish to attend an institute, stop by the Information Desk to register) *Saturday only institute participants should check-in at Monona Terrace between 7:30-10:00am. Registration at the Concourse will be open from 10:00-10:30am.*

1) Climate – Change – Mind – Set: Replacing White Liberalism with Racial Justice As Our Communities Organize in Response to Climate Change (Concourse Hotel – Conference Room 2)  
Heather W. Hackman

2) Resisting the Internalized Trickster: No Limits to What We Can Do! (Concourse Hotel - Conference Room 3)  
Penny Rosenwasser and Taj Johns

3) A Critical Dialogue - Poverty, Race and Educations: What does this mean for Education Degree Programs in Institutions of Higher Learning? (Concourse Hotel – Conference Room 5)  
Theressa Lenear, Susan Fleming and Angel Reyes Romero

4) Where are all the White People? Strategies for engaging white people in racial justice (Concourse Hotel – Senate Room A)  
Z! Haukness, Dara Silverman, Ann Brickson, Murphy Stack and Lisa Albrecht

5) Practical Solutions of How the Social Justice Activist and the Institution can develop Collaboration to Dismantle White Privilege (Concourse Hotel – Senate Room B)  
JuanCarlos Arauz, Catherine Wong, Jackie Reza and Joe-Joe McManus



6) White Privilege in the Schoolhouse: Breaking Habits of Complicity in Maintaining White Dominance (Concourse Hotel - Assembly Room)  
Debby Irving and Susan Naimark

♦ **10:30 am – 12:00 Noon: Concurrent Workshops #5**

♦ **12:00 – 12:30 pm: Lunch Pick Up** (pick up your box lunch in the Exhibition Hall at Monona Terrace and the Madison Ballroom Foyer at the Concourse Hotel)

♦ **12:30 – 2:00 pm: Concurrent Workshops #6**

♦ **2:15 – 3:45 pm: Concurrent Workshops #7**

♦ **4:00 – 5:15 pm: Celebration of Youth - BY YOUTH and Closing Celebration (Exhibition Hall)**

Students will share their collective knowledge of white privilege and intersectionality through creative expression.

♦ **5:30 – 7:00 pm: Caucus Time**

- 1) People of Color/Indigenous Caucus (Madison Ballroom C)
- 2) Bi-Racial/Mixed Heritage Caucus (Hall of Fame)
- 3) White/Anti-Racist Caucus (Madison Ballroom A)
- 4) Need a Good Listener? (Dane Room)

♦ **7:00 – 8:00 pm: Talk to Us (Exhibition Hall)**

Join us to share your thoughts, questions, suggestions and much more with WPC National Team Members. Come talk to us.

*A Special Thank You to our Many  
WPC15 Presenters!*

*WPC is made possible with the support, interest and dedication of  
our many keynote presenters, film screening facilitators,  
institute/workshop presenters and the YAP Team.*

*Please join us in a special THANK YOU to everyone that has  
dedicated their time and expertise at WPC15.*

## ***Stay Connected with the WPC and the Matrix Center All Year Long!***

**The Knapsack Institute: Transforming Teaching and Learning:** June 12-14, 2014, in Colorado Springs. KI supports educators across the nation as they create curriculum and pedagogy to build inclusive classrooms and organizations. We invite all educators to join us for three intensive days in an intimate setting with a team of highly trained faculty/facilitators. The Knapsack Institute emphasizes the pedagogy of privilege and intersectionality, and provides professional growth, mentoring and leadership development; hands-on activities, tools and practices.

**Journal: Understanding and Dismantling Privilege:** is our online, open access, interdisciplinary journal focusing on the intersectional aspects of privilege, bridging academia and practice, highlighting activism, and offering a forum for creative introspection on issues of inequity, power and privilege. Sign on as a reviewer, and submit your work to one of four sections: research, tools and strategies, personal reflection, and youth voices.

**Intersections Radio:** Seeking committed volunteers for this program. Previous shows are available as podcasts. Listen online: [www.blogtalkradio.com/intersectionsradio](http://www.blogtalkradio.com/intersectionsradio)

**Graduate Certificate in Diversity, Social Justice and Inclusion:** This certificate program is built around the WPC, Knapsack Institute, and trainings and institutes offered by affiliated social justice organizations, along with a number of on-line course offerings. The courses and certificate are offered through the College of Letters, Arts, and Sciences' Sociology Department, at UCCS. The certificate is offered and coordinated by The Matrix Center. Twelve credits required for completion of the certificate.

**Diversity University:** Bring a one-day intensive experience to your campus or community.

**Power, Oppression and Privilege in Sports Blog:** <http://www.popsspot.com/>: Check out our new blog examining the intersections of race, white supremacy, white privilege and sports.

**Educational DVDs:** We have a wide variety of dvds available including previous WPC keynotes, WP101, and more.

**Find us on Facebook at *got privilege?***: Stay in touch, and share your insights, resources and the latest news.

**The 16<sup>th</sup> Annual White Privilege Conference:** WPC16 will be in Louisville, Kentucky.

[www.uccs.edu/matrix](http://www.uccs.edu/matrix)    [www.wpcjournal.com](http://www.wpcjournal.com)  
[www.whiteprivilegeconference.com](http://www.whiteprivilegeconference.com)



**National Summit for Courageous Conversation**

October 25-29, 2014

New Orleans, LA

**National Association of Multicultural Education Conference**

November 5-9, 2014

Tucson, AZ

**Social Justice Training Institute**

**The Social Justice Training Institute provides a forum for the professional and personal development of social justice educators and practitioners.**

June 9-13, 2014

Springfield, MA

December 8-12, 2014

Long Beach, CA

**National Race Amity Conference**

November 14-15, 2014

Norwood, MA

**National Association of Independent Schools: People of Color Conference**

December 4-6, 2014

Indianapolis, IN

*The Consortium of Equity Conferences (CEC) is a group of progressive, like-minded organizations unified through their common interest in promoting access and equity through educational programs and conferences. Each CEC member organization is dedicated to peace, equity, and social justice. The Consortium's primary mission is to support, network and take action.*

## 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.

---

## WPC15 WORKSHOPS

This year, WPC will offer approximately 100 workshops facilitated by over 150 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.

### **10 Myths of Social Justice (Beginner)**

#### **Facilitator: Vernon 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 community committed to social justice? How do race, racism and privilege fit into the social justice conversation? In this program, the 10 myths of social justice will be shared as well as an assessment that can be used to measure your campus’ commitment to inclusion, equity and social justice, “Injustice anywhere is a threat to justice everywhere!”

### **A Rough Cut Screening of “Tested” (Beginner)**

#### **Facilitator: Curtis Chin**

Stuyvesant, Bronx Science, Brooklyn Tech: some of NYC's top ranked public high schools. Each year, thousands of eighth and ninth graders compete to secure coveted spots at these elite schools by taking the Specialized High Schools Admissions Test, the SHSAT. While African American and Latino youth constitute 70 percent of the city's total public school population, at some of these high schools, they represent less than five percent. On the other hand, Asian Americans and whites form supermajorities at all three. In response to these concerns about racial imbalance, the NAACP Legal Defense and Education Fund filed a complaint in September 2012

with the U.S. Department of Education, Office of Civil Rights to challenge the admission policy's sole reliance on the SHSAT. This new documentary will follow a diverse group of students trying to pass the test, as well as the issues surrounding access to a high-quality public education, affirmative action, and the model-minority myth. This screening will be a rough-cut of the film.

### **Abolishing Academic Profiling: White Privilege and White Supremacy in Our Schools (All Levels)**

**Facilitator: Gilda L. Ochoa**

How do our schools fuel white supremacy and class inequality? How can schools become models of inclusive, non-hierarchical, and collectivist spaces? Drawing on testimonials with high school students, teachers, and parents completed for *Academic Profiling: Latinos, Asian Americans, and the Achievement Gap*, this workshop discusses the detrimental impacts of academic profiling and the ways it maintains white supremacy. Strategies for changing school communities and classroom climates will be offered, and participants will be encouraged to critically reflect on their own beliefs, schools and/or worksites for future actions.

### **Active Listening For Social Justice (All Levels)**

**Facilitator: Pippi Kessler**

As we commit to making systemic and community level change, it can still be challenging to incorporate social justice principles into our everyday lives. How can people with privilege actively communicate abstract ideas like “respect” or “interconnection”? In this workshop, you'll learn concrete verbal and non-verbal techniques that work immediately to address power differentials within groups and improve one-on-one communication. In addition to teaching active listening strategies that communicate respect, we will also talk specifically about how systemic power can be coded into casual speech and interaction. Taking into account the ways in which privileged (e.g. white or class-privileged) experience is universalized in our culture, we will help participants to practice open, conscientious habits for starting conversations across identity groups. Whether you are a teacher, student, or activist, you'll learn how to improve your effectiveness by communicating to others that you value them as human beings, a central task of building strong relationships and equitable communities.

### **Against the Tea Party Movement**

**Facilitator: Leonard Zeskind**

The Tea Party movement, which emerged after President Obama broke the white monopoly on the presidency, is a nationally organized grassroots movement with multiple organizations and tendencies, all with a devout claim on “taking their country back.” And it is widely misunderstood by activists and others who would be opposed to its aims. Rather than simply a reactionary movement around economic, budget and tax issues, at their core Tea Partiers believe themselves to be the “newly oppressed white victims of black dominance.” And white attitudes about black people have declined measurably during the Tea Parties ascendancy, according to recent poll data. The Tea Parties are a dire and immediate threat. The presenter, President of the Institute for Research & Education on Human Rights, has studied the Tea Party closely since its emergence and written multiple special reports and articles about the Tea Parties, most available at [www.IREHR.org](http://www.IREHR.org).

### **Beyond Diversity Training Part 1 and Part 2: Introducing a Model for Racially Equitable Organizational Transformation that Strengthens Relationships and Communities (All Levels)**

**Facilitators: Robette Dias and Chuck Ruehle**

In societies where systems of oppression (for example structural racism) exist, all members of society are dehumanized because, whether individuals benefit from the system or are exploited by

it, they are inextricably entrapped by it. In order to create strong, inclusive and just communities, institutions need to examine how they perpetuate racism and other forms of oppression. Trained Transformation Teams expose these oppressive structures and practices and develop and carry out a strategic organizing plan with the outcomes of building an anti-oppressive culture within the institution. The team begins this process creating policies and practices that promote racial equity and equipping organizational stakeholders with tools and skills to sustain the organization's commitment to racial justice. In this workshop you will learn about Crossroads' model of creating internal antiracism Transformation Teams, which are at work in institutions across the country.

***Attendees are encouraged to attend both sessions, but are not required. Attendees who did not attend Part 1 are welcome to attend Part 2.***

### **Beyond Kumbaya: Promoting Privilege Discussions on College Campuses (All Levels)**

**Facilitator: Rachel Samuels**

Samuels will share the lessons she has learned about affecting privilege conversation on college campuses, differentiating between diversity celebration and privilege education. Although progressive administrations seek to expand their attention to many identity groups, they continue to shy away from discussions about privilege and oppression. Facilitated by a first-year college student, this workshop addresses the progress and the obstacles faced by activists and various communities on campus, offering ideas about how to create institutional change and start meaningful, productive dialogue.

### **Birth of a White Nation and Social Justice Today (All Levels)**

**Facilitator: Jacqueline Battalora**

Battalora's keynote session will continue the exploration of meanings that attach to the human category called "white people" through the experiences of various groups within U.S. history - those who were white by federal law but not white by local law, those who won their whiteness, and those thoroughly excluded from the category. We will then explore what instruction this history offers in the effort to seek racial justice today.

### **Blood and Politics: The White Nationalist Movement of Today and Tomorrow**

**Facilitator: Leonard Zeskind**

This workshop will begin with the presenter looking at the differences and similarities between white racism, white supremacy, and white nationalism as a distinct movement. Then the group will compare white supremacy at the turn of the 20th and 21st centuries, which will then proceed to the Aryanist concept of "dispossession" and a supposed loss of white racial status. A description of the current status of the white nationalist movement will begin, concluding with an extended discussion of appropriate response to the belief in white dispossession.

### **Cashing in on Skin – Get it light, get it right! (All Levels)**

**Facilitator: Vanessa Roberts**

This workshop will map the complicated connections between global perceptions of the value of skin tone and economic success, be it in the fashion industry or working world at large. Research shows that darker-skinned individuals face greater discrimination and disadvantages - what impact does this have on our relationships in our own communities? By unpacking our history we are in a better position to understand ourselves and thereby positively effect change for the future.

### **Class, Community and the Shock of Higher Education: Toward Meritocracy or Internalized Classism? (All Levels)**

**Facilitator: James Bonilla**

This session begins with exploring the journey of a working-class Puerto Rican from first-generation college student to “Ivory Tower” university professor. This session will then make use of this narrative as a springboard for having participants explore the role of classism in the college or university community. Participants will be afforded an opportunity to discuss their own class identities and its implications to their lives in the classroom as well as in their broader communities. Participants will leave the session not only with a clearer idea of their own social class identities, but also with ideas for interrupting classism and building community as they navigate their own journey amid the fine line between meritocracy and internalized classism.

### **Connecting Youth and Adults in Social Justice (All Levels)**

**Facilitators: Sydney Pollack and Jacob Swindell-Sakoor**

Join two high school student leaders as they share experiences and ideas about how youth and adults can work together to create spaces to discuss issues of social justice in a high school setting. Be prepared to ask questions and participate in conversations about how adults can become supportive allies for activist students across the country. YAP students and their sponsors are encouraged to attend!

### **Core Work: Mindfulness Practice in Social Justice Activism (All Levels)**

**Panelists: Shakti Butler, Paul Gorski, and Heather Hackman**

**Moderator: Dena Samuels**

In the tradition of ancient Buddhism, and the wisdom shared by Thich Nhat Hanh, Pema Chödrön, Eckart Tolle, Sharon Salzberg, and others, mindfulness practice has become a growing phenomenon in the United States. Join us for a panel discussion with fellow practitioners Shakti Butler, Paul Gorski and Heather Hackman. We will discuss why and how a mindfulness practice is becoming a useful and necessary tool for social justice activists and educators, both as a means of personal self-care, and as a tool for managing challenging interactions with others on our cumulative journey toward peace and light.

### **Creating Economically and Racially Just Schools: An Equity Literacy Approach (Intermediate)**

**Facilitators: Paul C. Gorski and Katy Swalwell**

Most popular approaches to educational equity appear to put “culture” at the center of the conversation: cultural competence, culturally relevant pedagogy, multiculturalism, intercultural education, cultural proficiency. Although there are some useful aspects of each of these approaches, the problems of unequal educational outcomes or broader societal injustices are not students’ cultures, but society’s inequities. In this session we share the Equity Literacy framework, developed as an approach both for creating equitable and just school and classroom environments and for facilitating educational processes that build equity and justice consciousness in youth.

### **Creating Social Justice in Organizations Part 1 and Part 2: Dismantling Institutionalized Racism (Intermediate)**

**Facilitators: Kathy Obear and Jamie Washington**

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 inherent in most organizations. How can social justice educators create inclusive organizations through systemic, long-term culture change? Come explore best 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.

***Attendees are encouraged to attend both sessions, but are not required. Attendees who did not attend Part 1 are welcome to attend Part 2.***

### **Critical Insights on Strengthening Social Justice Relationships between Asians and Blacks (Beginner-Intermediate)**

**Facilitators: Robin Parker, Pamela Smith Chambers and Toi-Sing Woo**

Asians and Blacks are both subject to racial oppression in the United States, but creating cross-group alliances is often problematic. The historical experiences of each group have led them to radically different views on racial identity. Also, the different ways Asians and Blacks have internalized aspects of white culture, developed internal hierarchies, and assimilated into the mainstream are key to understanding their divergent views of the racial landscape. Through the use of experiential exercises and brief lecture, participants will gain critical insights on the key factors that promote and inhibit Asian/Black relationships for social justice. Participants will learn how to strengthen collaboration across racial and ethnic divides. This session should particularly benefit beginning and intermediate learners who are searching for ways to strengthen relationships among members of the two groups.

### **Critical Race Theory: The Law, Coalition Building and Social Justice (All Levels)**

**Facilitator: Adrien K. 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 during the end of the Obama administration. It will emphasize coalition building strategies that organizations and individuals can use to press for change on the international, national, state and local levels.

### **Cultural Competence for Social Justice: A Model for Personal and Organizational Assessment and Change (All Levels)**

**Facilitator: Diane Goodman, Marta Esquilin, and Erica Williams**

Going beyond just understanding cultural differences, the model of Cultural Competency for Social Justice (CCSJ) addresses the larger dynamics of power, privilege, and inequality in order to create more equitable and inclusive environments. Through a guided and interactive process, we will introduce the CCSJ framework to participants, and explore how it can be used for individual and organizational evaluation, planning, and development. The CCSJ model aims to address white supremacy, race, and racism as well as other intersecting forms of identity/oppression.

Participants will be able to explore how they might apply the CCSJ model in their own settings. By developing greater cultural competence for social justice people are better able to build relationships, strengthen their communities, and foster justice.

### **Death of the Strong Black Sista (Beginner)**

**Facilitator: Amber N. Boyd**

This workshop examines the social conditioning of black women historically and its implications presently. Participants will understand the history of struggle and survival that has become a black woman's legacy built on the prejudices of an oppressive, inhumane system. The alleged super strength of black women was a myth created by whites to rationalize brutality during the deleterious reign of slavery but continues to be perpetuated in today's society. Participants will leave with an astute understanding of the pivotal role of the Black woman, as a pillar and staple of the African American community, and how her role and image has evolved only marginally.



## **Decoding Modern Racial Discourse: A Discussion Opportunity for Advanced Learners (Advanced)**

**Facilitators: Robin Parker and Pamela Smith Chambers**

Statements such as “I don’t see color,” “Blacks, Asians, Native Americans, and Latinos are prejudiced too,” and “I believe we’re all just human beings,” permeate our racial discourse and stifle cross-race communication. In this workshop, we will discuss the article, *Decoding Modern Racial Discourse* and the article’s premise that “system justification theory” explains why people often justify and rationalize the status quo regarding racial discrimination and oppression. Advanced learners will be asked to share their views on the article (included in the WPC registration folder) and offer insights on whether the theory provides workable approaches to improve anti-racism pedagogy. This workshop will be especially useful for advanced learners who want an opportunity to explore the ideological premises of anti-racism work through an informal dialogue with colleagues.

## **Deconstructing Democracies: Decision-Making Structures and Their Ability to Build Anti-Racist Relationships/Communities (Advanced)**

**Facilitator: Ilana Morris**

Movements, organizations and groups utilize a number of decision-making processes that attempt to achieve democratic order among complex and diverse communities and relationships. This workshop will explore the ways that racism, classism, sexism, ableism and all forms of oppression are manifested and recreated through a variety of decision-making processes and structures. Whether a group’s decision-making processes are hierarchical, utilize a three-fourth’s majority, Robert’s Rules, or are consensus-based – these structures determine whose voices are heard, what participation styles are rewarded, and ultimately, how relationships rooted in oppression directly influence inequitable resource distribution. We will explore decision-making structures and collectively deconstruct how power and privilege operate within these structures (both directly and indirectly), leading to outcomes that either support or reject the status quo of racism and white supremacy. Presenter will facilitate discussion and offer decision-making tools for anti-racist outcomes, equity and social justice.

## **Dialogue through Dual Language Modality with Shared Text: An excerpt from We Make the Road by Walking: Conversations on Education and Social Change (Intermediate)**

**Facilitators: Theresa Lenear, Sue Fleming and Angel Reyes Romero**

The conference theme this year is “Building Relationships. Strengthening Communities. Seeking Justice.” Taking this into consideration, this session will invite participants to explore this theme by engaging together around an excerpt from the book, *We Make the Road by Walking: Conversations on Education and Social Change*. The excerpt, a portion of the dialogue between Paulo Freire and Myles Horton, two radical activists, will serve as the focal point for critical analysis and dialogue on the deep rooted relationship of seeking justice, education and social change. The session will be conducted in a dual language framework (Spanish/English) with simultaneous translation provided.

## **Diversity, White Privilege and Black Leadership Challenging the Status Quo (All Levels)**

**Facilitator: Quincey L. Daniels, Eddie Moore, Jr. and Barry Davis**

This session will examine and explore justice, privilege, the concept of oppression and Black leadership. A variety of mini-skits ranging from Malcolm X speaks to the writings of Frederick Douglass will stimulate conversation to what can be done in our local communities. Join us for a unique learning experience and find your own voice in stopping racism.

## **Doing Race in a Connected World (All Levels)**

**Facilitator: John Powell**

This workshop will look at the work of structures, networks and design as well as addressing the deep fear and anxiety about the other and reclaiming the circle of human (life) concern. Powell will also look at how race has informed our sense of self and other and the possibility of moving beyond this destructive divide.

**Ed Talk: Advocating for Racial Justice in Educational Settings (Intermediate)****Facilitators: Jamie Utt and Danielle Barker**

In the world of education, interrupting White supremacy and colorblind ideology is vital to building environments where all people can learn and express themselves fully. Unfortunately, though, finding effective ways to challenge privilege while inspiring anti-racist action is not easy in systems that are fundamentally built upon racism. This workshop will offer educators and education professionals who work in secondary and post-secondary contexts tools for engaging students and colleagues with unexamined privilege, inspiring more meaningful anti-racist action.

**Education and Social Justice Part 1 and Part 2: Merging Academic Excellence with Cultural Competency (All Levels)****Facilitators: JuanCarlos Arauz and Shakti Butler**

How do we bridge what is considered academic excellence and equity so they are not perceived as mutually exclusive? Our goal in this session is to present the need for merging standards for excellence and cultural competency with creativity and 21st century skills. There continues to be race, class and gender gaps in educational attainment based upon larger systemic structural inequities. This session will frame and identify the confluence of oppression with the need to identify the 21st century skills needed to drive the success of students within schools. Through the film, *Cracking the Codes: The system of racial equity learning modules*, a multimedia program, participants will review a system frame to support analysis, critical thinking and emotional understanding. E3, an innovative program and testing solution, will frame and focus on three program approaches: Student Engagement using data analysis, Student Assessment of 5 essential skills, and a Critical Pedagogy Framework in developing the art of master teaching.

***Attendees are encouraged to attend both sessions, but are not required. Attendees who did not attend Part 1 are welcome to attend Part 2.***

**Engaging White People in the Struggle for Racial Justice (Beginner-Intermediate)****Facilitators: Z! Haukeness, Dara Silverman and Murphy Stack**

The economic recession and Obama's presidency have triggered a largely white racist backlash by the Tea Party, anti-immigrant organizations and conservative political commentators. More white people are needed to show up, speak out and work in collaboration with people of color across race, class and gender lines. In this workshop, we will focus on our work in Madison and across the country in recruiting and engaging white people in racial justice efforts, working in alliance with organizations of color and bridging the class divide to specifically reach poor and working-class white people.

**Examining White Privilege and Building Foundations for Social Justice Thinking in the Elementary Classroom (Beginner-Intermediate)****Facilitators: Rosemary Colt and Diana Reeves**

Learn how to design and implement curriculum around concepts of power, justice, relationship and community building. How does white privilege impact our society at a community level, a global level? What do our communities look like, and what are the rights and responsibilities of community members, and of those in authority to shape equitable communities? In this session, we will share curriculum that allows children to construct an understanding of how race and

privilege have determined what our neighborhoods look like. Even young students can learn to understand and think critically about white privilege and power, as well as detect bias, assume perspectives different from their own, and take social action. Relevant curriculum standards and principles of multicultural educational practice will be highlighted. This workshop features active involvement on the part of participants, videotaped student discussion, and examples of student work around race, privilege, power and advocacy.

### **Exploring Intersectional Identity in Early Childhood (birth-age 8): A Conversation for Teachers and Parents (Beginner-Intermediate)**

**Facilitators: Kate Engle and Camille Fobbs**

Parents and teachers of young children are often confronted with challenging questions about differences and are unable to find the language to answer them: “Why is her skin brown?” “Are you a boy or a girl?” “Why does my hair look different from my mom’s?” Young children need the language and skills to have open conversations about their own and others’ identities beginning in early childhood. This past summer, we conducted interviews with teachers and parents about how they talk to young children about differences, including family structure, adoption, class, race, gender identity, ability, religion, and body size. In this workshop, we will explore: What questions do we struggle to answer when talking with young children?, How do our own identities impact what we say and how we teach/parent? And What are developmentally appropriate ways to talk to young children about race, class, gender, and other identifiers?

### **Exploring Privilege in Local Immigrant Justice Organizing (All Levels)**

**Facilitator: Diane Finnerty**

In this interactive session we will name and explore ways that various forms of privilege manifest in immigrant justice organizing – including how immigration issues are framed and who does the framing, and how white- and U.S.-supremacy play out in immigrant justice organizations and coalitions. Participants will also identify strategies for ways individuals and organizations can be mindful of these dynamics and strategically use privilege in solidarity with immigrant leaders while building resilient and joyful community with one another. With regret, the session will be led in English without formal interpretation.

### **Facilitating Difficult Conversations: Creating Safer Spaces to Engage Conversations About Racism, White Privilege, and Oppression (Advanced)**

**Facilitators: Ilana Morris and Natalie Thoreson**

This workshop will present and practice facilitation skills and various methodologies needed to engage meaningful, effective, 1:1, large, and small intergroup conversation related to issues of racism, white privilege, white supremacy and oppression. We aim to cultivate a critical and compassionate understanding of the difference between “safe” and “comfortable,” the common confusion between these terms, and learning to identify opportunities for change within these spaces. By increasing our comfort in clearly defining, explaining, and discussing the construction of racism to individuals who are at varying levels of experience, and deepening the understanding of how to establish safer spaces using ground rules, dialogue principles, non-judgmental listening, and unconditional care – we will offer tools and techniques necessary to support and engage difficult conversations with diverse people and groups.

### **Free Land: Unearthing White Privilege in Native America Through Poetry and Theater (All Levels)**

**Facilitator: Ariel Luckey**

Do you live on stolen Native American land? Did your ancestors Homestead? Do you know the history of the land you live on? Through hip hop theater and poetry, interactive mapping exercises

and group discussions, we will explore our family histories and cultural narratives about who we are, where we live and how we got here. Tracking our families' footprints across the history of U.S. colonialism and westward expansion, we will examine how they impact where we stand and who we stand with today. We will draw on the lessons and inspiration of our family stories to guide and inform our community activism and to build strategic alliances for racial justice.

### **From Competing Visions to Creating Community: Five Lenses for Educating & Assessing Cultural Competency (All Levels)**

**Facilitator: James Bonilla**

This session will engage participants in exploring two questions, "Is there one best approach to educating for cultural competence?" and, "Is cultural competency measurable?" Goals for the session include the following:

- 1) To introduce five distinct approaches to educating for cultural competency along with a sampling of corresponding assessment instruments.
- 2) To provide session participants an opportunity to identify their own preferred "lens (s)" on cultural competence, and
- 3) To explore some of the comparative strengths and limitations of each lens and discuss the implications of the session to participants' own work tackling privilege while also building community.

### **From Our Ancestors, For Our Future: Lessons from Legendary Organizers Ella Baker and Anne Braden on Building Justice Movements Today (All Levels)**

**Facilitator: Chris Crass**

The challenges before us are daunting. The need for powerful and dynamic activism for justice is clear. But what do we do? This workshop draws insights and lessons from two of the most effective organizers of the Civil Rights Movement of the 1950s and 60s, Ella Baker and Anne Braden. Ella Baker and Anne Braden used a relationship-based approach to organizing in which they helped build strong communities, effective groups, and democratic leadership to seek justice. We will explore what we can learn from Ella Baker's emphasis on direct action and group-centered leadership to help us think about strategy and developing leaders today. We will look at Anne Braden's anti-racist organizing in white communities to learn how she was able to call on white people's self-interest to build their commitment to ending white supremacy. What can we learn from Ella Baker who helped turn the Montgomery Bus Boycott into a mass national movement, who helped turn the student sit-in movement into a national student movement? What can we learn from Anne Braden who knew that white Southerners needed to be saved from white supremacy too, and who helped create an anti-racist politics and organizing strategy that continues to bring thousands of white people into the movement, decades later. Let's be inspired by the work of these two leaders, and draw on their legacies to help us build the movements we need today.

### **Gentrify This! Reclaiming Neighborhoods in the Fight for Social Justice (All Levels)**

**Facilitator: Cheryl Distaso**

What could be the problem with "fixing-up" low-income neighborhoods of color when the result is often newer, trendy buildings, improved roads, fun businesses, and fancy streetlights? This process of "fixing -up," known as gentrification, frequently pushes out residents. Often, families are priced out of their own homes, due to increasing property taxes. At times, entire neighborhoods are demolished, to make way for redevelopment. Either scenario is devastating and is symptomatic of an unjust society based on white privilege. This interactive workshop will explore the real-time gentrification that is occurring in a low-income, Latina/o neighborhood in a midsize Colorado city. We'll look at several of the dynamics: the unexamined white privilege on the part of the City

“leaders” and the trendy businesses; the constant vigilance required on the part of the neighbors in order to stay one step ahead of developers; how and why a neighborhood that was considered the “other side of the tracks” suddenly becomes “hot real estate.” Gentrification can be countered by a strong, creative community, a commitment to social justice, and authentic relationships. Workshop participants will become part of the solution and will leave with specific skills and ideas to take back to their own communities.

### **Hair Me Out ! (All Levels)**

**Facilitator: Derrick Gay**

Intentionally inclusive and non-judgmental, this workshop deconstructs hair to explore the intersection of identity--gender, race, religion, ethnicity, class and sexual orientation-- and the billions of dollars that hair maintenance generates for big business in the United States. Participants engage in critical personal work around the metacommunication of hair language-- blond, brunette, weave, nappy, red hair, hijab, pelo bueno, relaxers, gay hair, butch, fag hair, etc-- with the goal of heightening awareness, adding an additional lens when considering multiple perspectives and ultimately impacting behavior.

### **How Do We Talk About Privilege, For Real? (Beginner-Intermediate)**

**Facilitators: Beth Yohe and Tanya Williams**

In workshops about privilege, have you had participants: focus only on subordinated identities? Insist that they don't have privilege because they don't “feel powerful”? focus only on the individual level? Focus solely on race but ignore class, religious or other forms of privilege? This interactive session will ask participants to address these and other unique dynamics around addressing privilege. Focusing on facilitation skills, this session will include tools for reframing participants' resistance to owning their privilege and an opportunity to discuss specific facilitation challenges.

### **How to Defeat the Impact and Growth of Hate Groups in the U.S. (All Levels)**

**Facilitator: Lonnie Lusardo**

This workshop briefly tracks the life experiences of women and men who have defected from the hate movement, specifically what attracted them to join a hate group and what caused them to leave. Their stories provide a window into the inner workings of neo-Nazi skinheads, white supremacists, and groups that focus on anti-Semitic, anti-LGBTQ, and anti-immigrant issues. This workshop covers how members are recruited, how Groupthink is inculcated, the progression of hate, targeting specific constituencies (notably Blacks, Jews, LGBTQ people, immigrants), the generally false sense of “belonging” inside a hate group, and the emotional underpinnings that drive such individuals. More important, the workshop provides activities for participants to brainstorm ways to be more attentive to hate groups in their community.

### **"I don't feel safe talking about race": Exploring the Discourse of Safety in Cross-racial Discussions (All Levels)**

**Facilitators: Darlene Flynn and Robin DiAngelo**

For those who lead or participate in cross-racial discussions, creating “safe” spaces in which participants can express their views is a familiar goal. Yet what constitutes safety within the context of unequal institutional power is rarely questioned. This workshop will ask, “What do safe discussions mean for white participants? What do safe discussions mean for people of color?” Using interactive exercises, we will examine the concept of safety from an anti-racist perspective and offer an alternative framework for creating constructive cross-racial dialogue spaces.

### **Identifying our Collusions, Collisions and Contentions with Privileging Processes (Beginner-Intermediate)**

**Facilitator: Jennifer Chandler**

The social processes of collusion, collision, and contention are three ways that individuals interact with processes that privilege based on race. Exploring how we participate in these social processes can help reveal ways to reduce our collusions and collisions and uncover ways we can invest more energy in developing effective ways to contend with (resist, thwart, interrupt) social processes that privilege some groups over others. This method of analyzing how we interact with White privilege positions, White privilege not as an abstract substance, but as a set of interrelated social processes. The workshop presents a model of the social processes that privilege some groups over others. In the model collusion, collision and contention are explained. The attendees will use this model to reflect on their own experiences and identify the indicators that, for them, reveal which type of social process they are participating in. Then the attendees will role-play in scenarios they select to practice participating in more effective ways.

**If Elephants Could Talk: Reducing the Stress of Whiteness in Face-to-Face Relationships (All Levels)****Facilitator: Howard C. Stevenson**

Based on a model to reduce racial stress in-the-moment of conflicts that occur between individuals, this workshop will briefly teach participants how the fear of appearing racially incompetent undermines communication, closeness, intellectual sharing, and mentoring in cross- and within-race relationships. The stress of Whiteness is the fear of appearing incompetent or racist in negotiating racial conflicts or disagreements that may arise between teachers and students, police and youth, parents and children, and co-workers. The consequences of the misuse of power and privilege in authority figure –youth relationships are related to discriminatory school discipline policies and youth underachievement. Through storytelling and role-playing, this workshop will demonstrate in-the-moment stress reduction strategies to help participants become aware of personal racial stress, practice modifying their fear reactions in common face-to-face racial conflicts, and create healthy racial comeback lines. The goals include to 1) navigate the stressfulness of building trusting relationships within contexts that support White supremacist world views and 2) develop a more competent skill set of racial assertiveness and negotiation.

**If You Build It, They Will Come: Developing a Pre K-12 Curricular Scope and Sequence for Whiteness & Anti-Racism (Intermediate)****Facilitators: Elizabeth Denevi and Mari Richards**

Focusing on units and grade levels from early childhood through high school, this session will discuss strategies for implementing a systematic, comprehensive way of addressing whiteness and privilege in the curriculum while supporting healthy racial identity development for all students. Examples as well as strategies for curricular integration will be shared.

**Incarcerations in Black and White: From School to Prison to Pauper (All Levels)****Facilitator: Christi Griffin**

This workshop opens with a presentation based on *Incarcerations in Black and White: The Subjugation of Black America* that gives an overview of the economic continuum of slavery from the emancipation of slaves, through convict leasing and peonage to today's system of incarceration. After providing statistical data to frame racial and socio economic disparities, participants will be invited to view photographs depicting the impact incarcerations have in the community. Participants will be encouraged to share their questions, feelings and insights before being challenged with questions that elicit critical thinking about the problem of incarcerations and solutions to dismantling the system. This workshop emphasizes the practice of directing school age children into the criminal justice system thereby creating patterns of incarceration.

### **Intergenerational Mentoring Circles: Healing for Women of Color (Intermediate)**

**Facilitators: Shemariah Arki and Cassandra Washington**

Based in both social justice and hip-hop pedagogies, participants who identify as women will engage with other women in the room through a series of activities designed to unpack the socialization of women of color throughout history, employing generational differences as the dependent variable. Using this historical perspective, women highlight current acts of violence and confirm the symbiotic relationship between the two. Through role play, interactive dialogue and interpretive art, these women will create a place of spiritual power that provides strength and endurance on their individual journeys to reclaim their identity. Using the poem, *We Wear the Mask*, by Paul Laurence Dunbar, the women interpret their own masks, see others masks, and practice how to communicate beyond the mask. By sharing their own stories, participants explore the relationship between the agents of oppression (stereotypes, prejudice and discrimination), and then partake in a story telling activity designed to heal from the wounds of oppression.

### **Interrupting White Privilege at WPC and Beyond: How Interruption Can Strengthen Relationships and Build Community (Beginner-Intermediate)**

**Facilitators: Christine Saxman and Mirah Carmichael**

What do you do if you see white privilege asserting itself at WPC? What do you do when someone shares that you've been asserting privilege and you didn't realize it? This workshop, facilitated by a Woman of Color and a White woman, will examine how to recognize privilege and how to interrupt it in the service of relationships, community, and justice. We will examine the racialized similarities and differences in what it means to intervene as allies and how to receive feedback about your own use of privilege by focusing on compassion, humility, reflection, and mindful listening.

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

**Facilitators: Paul Kivel and Dara Silverman**

In this workshop, participants will learn some of the history of Jews, the particular economic and racialized position Jews have played/ been used to reinforce the power structure/capitalism, and the deep connection Jews have to social justice work. Through activities, discussion, individualized and small group work, participants will build a clearer understand of the role Jews have played in social justice movements, how racism, classism and anti-Jewish oppression have been used to separate Jews and likely partners and the potential for collaboration and partnership across racial, ethnic and cultural lines.

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

**Facilitator: John D. Palmer**

***Target audience: Community members, parents, teachers, and students***

Many Americans strongly believe that Asian Americans are the "model minority" and thus do not suffer from racial discrimination and oppression. Moreover, Asian Americans are not typically considered "real" Americans due mainly to being depicted in the media as the forever foreigner. Through an in-depth investigation into the stereotypical portrayals of Asians and Asian Americans in the American mainstream media and the impact these stereotypes have had upon Palmer's life as a Korean Adopted American growing up in a predominantly white and culturally white environment, he hopes to inform the audience how stereotypes damage and limit one's identity. More importantly, Palmer intends to provide the audience with a "model" in which we can self-empower our identities and ultimately challenge oppression that stems from these stereotypes.

### **Liberation through Leading in Cross-Racial Teams (Person of Color and White) (Intermediate-Advanced)**

**Facilitators: Darlene Flynn and Robin DiAngelo**

In this interactive workshop, participants will work with an experienced cross-racial training team to explore an approach that both models and deepens anti-racist work. Using case studies, we will explore: common challenges both between the team and with the participants; the pre and post work that is necessary for successful anti-racist teaming; and strategies for being intentional, preemptive, and strategic about interrupting racism when working cross-racially.

**Mainstreams and Margins: Learning to see the group dynamics that fracture relationships and communities (All Levels)****Facilitator: Ali Michael**

Part of having a mainstream – or privileged – identity is that it's hard to see and recognize that part of ourselves. This workshop will support all participants to see their mainstream identities and begin to recognize the impact that we have on others when we are unaware of those identities. The mainstream/margin tool will also be shared as one for supporting students to understand the mainstreams and margins in their lives and groups. The facilitator is a teacher educator, so while the content is broadly applicable it will be especially relevant to K-12 educators.

**Middle East Update and Global White Privilege (All Levels)****Facilitator: Adrien K. Wing**

This panel will discuss current developments in the Middle East region and how they fit into global notions of white privilege. The issues to be discussed will include the Syrian Civil War, Israeli-Palestinian conflict, and issues related to the Arab spring and its aftermath. Late breaking events may effect the emphasis of this workshop. There will be an emphasis on coalition building among diverse communities to seek peace and justice on this subject and in this region.

**Money, Greed, Prison and Privilege: A Wake Up Call for Black and White America (All Levels)****Facilitator: Victor Woods**

National speaker Victor Woods was born black and privileged in the bosom of white America. The son of two African American college educated parents whose father ran a technical research center for a Fortune 500 company. As a teenager Victor orchestrated one of the biggest armed robbery rings in the history of Chicago, Illinois, equipped with police scanners and walkie-talkies and sent to state prison before graduating to masterminding a \$40 million dollar Visa Gold credit card conspiracy. Arrested by the United States Secret Service, Victor refused to cooperate and inform on his family and codefendants and was sent to maximum security federal prison while all of his white codefendants received sentences of probation to inform on Victor. Now a CNN contributor, his autobiography is titled *A Breed Apart* is published by Simon & Schuster and is being adapted into a major motion picture. Victor has appeared on FOX TV's *O'Reilly Factor*, *Ebony* magazine and BET's *American Gangsters* and has spoken at colleges and universities and businesses across the United States and abroad. This presentation will feature national television appearances and an in your face, no holds barred real talk from someone who has walked the walk.

**More Than Meets the Eye: Exploring the intersections within bi-/multiracial, bisexual, and class straddling identities (Beginner-Intermediate)****Facilitator: Tori Svoboda**

Some of us – perhaps most of us? – do not fit neatly into pre-existing identity-based communities. While we seek to create more just and inclusive communities, we may unintentionally marginalize those who do not fit a particular profile. For example, those of us who identify as bi- or multi-racial are frequently asked, “What are you? Really?” We may be encouraged to choose just one



identity, as it is implied we may not be “enough” of the other – especially if we benefit from White skin privilege. Similarly, those of us who are bisexual and who are in a relationship(s) with the opposite sex benefit from heterosexual privilege, even if we don’t identify as heterosexual. Any oppression is not simply erased with our privilege, but certainly is complicated by it. And, those of us who straddle more than one class are often encouraged to forget what we presumably left behind, as if multiple class habits cannot exist within us at the same time. Join us to discuss how we may mistakenly assign fixed instead of mixed identities to one another. Through case studies and conversations, we will investigate “mixed” identities and discuss how to build relationships and communities that affirm all of us.

**Move to Amend: Why opposing institutional racism, imperialism and oppression are essential to amending the Constitution to abolish corporate personhood and money as speech (All Levels)**

**Facilitator: David Cobb**

Move To Amend was founded in 2010 to pass a constitutional amendment to abolish the illegitimate, court-created legal doctrines that a corporation is a “person” with constitutional rights and that money equals political speech. In order to succeed, we know that we must build a broad, deep, multi-racial, intergenerational social movement. Using interactive and listening exercises we will explore how the definition of legal “personhood” has been a critical component of how a small ruling elite have ruled over the vast majority of this country, all the while masquerading as a “democracy” and confusing people. We will describe the ongoing work that Move To Amend is doing to grapple with the intersectionality of oppression, and our commitment to building an organization-- and a movement-- premised upon justice.

**Moving Beyond the Pain Olympics toward Genuinely Intersectional Communities (All Levels)**

**Facilitator: Frances E. Kendall and Lisa Albrecht**

Building justice-seeking communities that are inclusive of a range of identity issues is not simple. Too frequently we fall into a game of Pain Olympics—“my pain is greater than yours,” or “the *real* issue is [fill-in-the-blank] and any work we do across issues will dilute attention to *my* primary reality.” We collude with those privileged ones who would teach us that the pie is only so big and that there is not enough for everyone. This session is designed to help us identify how it is in each of our best interests to get very clear about, as Audre Lorde said, the “necessity of interdependency.” Together we will identify tools and practices to use in our communities that will move us forward toward genuine intersectional equity.

**Multicultural/Anti-Racist Educators in a 21st Century Globalized Society: Taking on the Resisters, Listening to the Critical Challengers, and Preaching to the Choir (All Levels)**

**Facilitator: John D. Palmer**

***Target audience: Teachers and community members***

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 and opportunity for all students, multicultural policies have remained on the periphery of the school curriculum and pedagogy. Today, teaching multiculturalism has encountered new forms of resistance. In this presentation, 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, has managed to teach anti-racist/anti-oppression at a predominantly white and economically privileged university in the United States. The culturally responsive pedagogy outlined in this presentation is partially supported by research data collected through the WPC.

## **Not So Safe Spaces: Navigating White Supremacy in Schools, Courts and Our Own Professional Organizations (Intermediate)**

**Facilitators: Rhea V. Almeida and Lisa Dressner**

Not unlike the multicultural and cultural competency discourse, western psychology as the chief informer of mental health perspectives is largely a colonial foundation of oppressor systems. This system of domination masquerading as a form of justice silently builds armies of the oppressed adapting towards the status quo. Most concerning is when the very organizations that claims to be a safe space is perpetuating the discourse and practice of white supremacy and patriarchy. Embracing the project of seeking justice requires challenging our professional spaces and the organizations that represent us to witness and interrupt the collusion with oppressive practices and systems. This workshop will articulate and identify decolonizing methodologies that help us to identify systems that maintain the status quo, and will also offer liberatory methodologies for expanding community connections beyond alliances. Examples of this work, its challenges and opportunities, will be described including work within traditional houses of worship, schools, community based organizations, social work's professional organization, and the court system.

## **Oneida & Hobart; One place, Two communities and Worlds Apart (All Levels)**

**Facilitators: Lance Kelley, Paul Schnorr and Andy Tigert**

Governments on all levels have challenged the sovereign status of tribal nations throughout the history of the United States. This session will examine the Oneida Nation of Wisconsin (located adjacent to Green Bay) and the Village of Hobart, who have developed an adverse relationship as the tribe has grown more prosperous and exercised more self-determination in its efforts to restore their original reservation. The consequences are several on-going legal disputes, development of anti-Indian groups and passionate public meetings, which have created a harmful relationship between the two governments and increased mistrust between community members; this mistrust often following racial lines.

## **Our Minds, Their Messages (Beginner-Intermediate)**

**Facilitator: Sydney Pollack**

Did you know the average American spends three years of their life watching television commercials? Then add in on-line ads, billboards, magazine ads and messages from family and friends...What impact does this have on us and our relationships to our own bodies? This interactive workshop will examine the messages we are force fed, specifically focusing on which people and which bodies are valued. Presented from a youth's perspective, we will explore the importance of increasing youths' awareness about how these constant subtle messages affect us. We will engage in self examination, look at media examples, and participate in an activity, providing participants with tools they can use in educating others, in particular youth, in their own schools, families, and communities.

## **Perceptions of Middle School Students on Systems of Power and Privilege (Intermediate)**

**Facilitators: Stephanie Logan and Lauren Fontaine**

Children report experiences with discrimination as evidenced by the many court allegations of gender, racial, and ethnic discrimination filed on their behalf. Yet there is little documentation on the multicultural understandings of children and how they perceive discrimination. This presentation aims to provide the participants with an understanding of the multicultural experiences of students transitioning into middle school who participated in a social justice course and their understandings of equality/inequality, discrimination, power relations, and social justice. In addition to examining the documented understandings of these middle school students, this session will allow participants to experience the teaching methods and activities used when delivering the

social justice curriculum designed to support the group of students in building cross-cultural relationships and becoming change agents for justice and equity in their communities.

### **Power of Performance – Fusing Art and Activism (All Levels)**

**Facilitator: Vanessa Roberts**

Creating and sustaining community is a nuanced endeavor, one often facilitated by a genuine sense of connection among its members, be it to a common cause or a shared affiliation. But how does one build genuine relationships which strengthen communities and engender transformative social change? This workshop focuses on one approach to answering this question: Applied Theater. In addition to a brief introduction to this form of social justice activism, this workshop will also include instruction and engagement in a variety of theatrical exercises and activities which demonstrate the applicability of theatrical techniques in social justice projects. Participants will leave with a new set of tools intended to assist their efforts within their own communities.

### **Question & Answer Forum for White Attendees Seeking Clarification and Explanation (Beginner)**

**Facilitators: Shelly Tochluk and Robin DiAngelo**

This workshop supports white attendees new to concepts presented at WPC by providing a place for informal Q and A. Led by two white facilitators with years of experience at WPC, this workshop welcomes questions about workshops, keynotes, or interactions with other attendees. Although intended to address concerns commonly raised by white people new to concepts presented at WPC, all are welcome. (This forum is different from a caucus. All are encouraged to seek dialogue and support in the daily caucuses.)

### **Race(ing) to the Border: The Colonial Legacy of American Immigration Policy (All Levels)**

**Facilitators: Michael Benitez Jr. and Ariel Luckey**

The Obama administration has deported more migrating people than any other presidential administration. Some recent scholars and activists have deemed current immigration practices one of the most important civil rights issues of the 21st century, disproportionately impacting Latinos in the United States. This session provides a critical historical context and challenges the dominant narratives of U.S. citizenship/immigration policy through a combination of multimedia presentation, spoken word poetry and interactive discussion. Participants will reflect on societal discourse around immigration, explore implications tied to policy based on historical amnesia and discuss how campuses across the country can engage their respective communities in much needed dialogue about the historic roots and future possibilities for immigration in America.

### **Race, Class and Athletics: Understanding and Supporting Low-Income Student-Athletes of Color (Intermediate)**

**Facilitator: Becky Martinez**

The dynamic often dismissed or ignored on college campuses is the exploitation of student-athletes of color from low-income backgrounds. These students are often clumped into the general group of athletes and get lost in the system with little support within their intersecting identities of race and class. Ironically, these same students are also stereotyped as being entitled and recipients of “special treatment.” In our journey to create inclusive communities, it is critical to understand systemic dynamics of race and class for student-athletes, the policies and practices placed on these students, and the challenges they face in their role as student-athlete. Join this interactive session to examine our own assumptions, debunk myths, and identify strategies to support low-income student-athletes of color.

### **Race, Gender and Privilege in Building Relationships with China (All Levels)**

**Facilitators: Tiffany Taylor Smith, James Donaldson, Lisa Renee Brown and Eddie Moore, Jr.**

Interested in starting or increasing your collaborations with China? Join our conversation as we share best practices to building strategic partnerships, navigating Chinese culture and the influence of race, gender and privilege. Tiffany, Lisa Renee and James will share their personal experiences and offer insights into balancing American culture and Chinese culture in working and social relationships. Whether you have established relationships or are interested in learning more this workshop will provide a space to ask questions as well as assess your community's climate for Chinese student academic and social success.

### **Racial History My Teachers Never Taught Me (Intermediate-Advanced)**

**Facilitator: Joe Feagin**

In this workshop Professor Feagin will discuss in some detail important areas of U.S. history that are rarely presented or discussed by teachers at any level of the mainstream educational system. These include the story of the African Americans who were close relatives of the first First Family (George and Martha Washington), the U.S. Constitution's undemocratic origin and slavery-protecting content, the national anthem written by a brutal slaveholder, the 210,000 African Americans (many formerly enslaved) who greatly helped President Abraham Lincoln "free the slaves," the white-racist framing of Mark Twain (including Huck Finn), and the massive, life-shaping "affirmative action" programs over the Jim Crow era provided by the U.S. government for white Americans. The implications of the lack of critical education in regard to much U.S. racial history will also be briefly explored.

### **Racism as Accessory: How Capitalism and Consumerism makes Cultural Co-optation the Norm (Intermediate)**

**Facilitator: Stephanie Baran**

Racism as a structure is fluid and ever-present. It may even be apparent in our clothes, accessories and productions. For example, the things that people can purchase can also support racism. This discussion will cover fashion: Native prints, Native American, African, and Asian designs, etc. It will also cover using people as accessories: modeling campaigns, musical productions such as Miley Cyrus and Lily Allen's blatant use of women as accessories, the Lone Ranger, booty pop and the overall exotification of an 'other' by white culture. Discussion will cover issues that encompass cultural co-optation, capitalism and consumerism. The ways in which we seek justice is to take the privilege of attending this conference and use it to help other folks that may be unaware.

### **Red, White & Blue... Do I Fit In Too? (All Levels)**

**Facilitator: Jacob Swindell-Sakoor**

Join the youngest and arguably most dynamic former WPC keynote speaker, Jacob SS as he discusses the identity of what it means to be "American". Participants should be willing to discuss the history and multitude of symbolism that's contained within the United States' flag, the original formation and inspiration for the Constitution and answer the question "does progress make the United States a truly united nation?". By the end of the workshop participants will leave with the shared knowledge, experiences and historical narratives that coexist in the U.S.

### **Re-entry After WPC: Exploring the impact of attending the WPC on our relationships and communities when we return home (All Levels)**

**Facilitator: Stephanie Puentes**

Whether you are attending WPC for the first time or you've been to all 15 conferences, the WPC experience is unlike any other conference you've attended. 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 experience on ourselves, our relationships and our communities. Together we will look at specific actions we can take to minimize the shock of re-entry and maximize the benefits of our experience.

### **Reframing and Engaging Resistance (Intermediate-Advanced)**

**Facilitator: Jamie Washington**

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

### **Segregation Stress Syndrome: Examining How the Past Impacts Our Contemporary Relationships (All Levels)**

**Facilitators: Ruth Thompson-Miller and Leslie Picca**

This interactive workshop will discuss the neglected history of Jim Crow Segregation. We will consider questions such as: What were the realities of our not so distant racial history? Why are older generations reluctant to discuss our racial history? What are young people taught about legal segregation? What impact does this history have on each of us, particularly with regards to our contemporary relationships and communities? How did people of color cope under Jim Crow, and can we learn any lessons from their resistance? Given the high levels of trauma experienced and witnessed during Jim Crow, should any restitution be made available? The format of the workshop will include discussion, as well as highlight research by Thompson-Miller who interviewed over one hundred elderly African Americans across the U.S.

### **Social Justice Part 1 and Part 2: Healing from Historical Harm through Stories and Analysis (All Levels)**

**Facilitators: Shakti Butler and Michael Benitez**

Through multimedia, story, music and spoken word, this session will speak to the impact of "historical trauma", a term coined by Dr. Maria Yellow Horse Brave Heart, defined as "the collective emotional and psychological injury both over the life span and across generations...emanating from massive group trauma". The wounding goes beyond impacting individuals and overwhelms the majority of a group of people. Often, historical trauma is cultural trauma in the sense that it is a complex set of traumagenic events, policies and practices directed at a segment of society because of some specific distinguishing feature of that group (e.g., race, ethnicity, belief, gender, sexuality, etc.).

***Attendees are encouraged to attend both sessions, but are not required. Attendees who did not attend Part 1 are welcome to attend Part 2.***

### **Sports Media in 2013: The Year Privilege Went Pop (All Levels)**

**Facilitators: Eddie Moore, Jr. and Charles Modiano**

Just five years ago it would be unthinkable that corporate sports media would take on issues related to the NCAA's oppressive power over athlete-students, racist NFL team names, NFL locker room culture, or widespread support of LGBT athletes. Why was Heisman winner Johnny Manziel able to ignite a national NCAA discussion when so many African-American athletes before him had failed? Why does Bob Costas and sports media suddenly care about changing the name of "The R\*sk\*ns"? Despite his long NFL rap sheet, how was Richie able to remain Incognito for so long? What was the role of sports media? How much of this is progress, how much is privilege, and how much does it matter? This highly interactive workshop will utilize provocative images from 2013 to spark a discussion of power, oppression, and privilege in sports. Participants will be asked to

engage in critical dialogue and learn more about how these popular sports topics and "images of privileges" can be used to organize classrooms and communities toward these greater causes.

### **STR8WCM – Building relationships and community with white heterosexual college men (Beginner-Intermediate)**

**Facilitators: Tori Svoboda, Ryan McKelley and Carrie Bero**

Judging by our/their absence from traditional college diversity programs, White heterosexual college men may lack a sense of relationship to or community with justice-seeking groups. White heterosexual men are typically not socialized to see the ways we/they benefit from and/or are harmed by the system of White supremacy, which is reinforced every time we/they opt out of diversity dialogues. Previous research indicates White men experience positive benefits from, but discomfort when, attending campus diversity programs and workshops. Common reports are they feel “beat up on” or believe the intent of the programs is to generate guilt or shame. Our Straight White College Men (STR8WCM) study explores the experiences of heterosexual White college men with diversity-related programming and courses on college campuses. Through multiple focus groups on different campuses, we are learning about the experiences of STR8WCM and the ways in which they think about, avoid, or otherwise engage in diversity courses or programs on campus. The goal of this project is to understand what campuses can do differently to help heterosexual White college men see themselves as a part of, and not apart from, diversity and social justice education. In this session, we will share preliminary data, gather feedback from WPC participants, and close with suggestions for practice.

### **Striving for Congruence by Considering Our Exploitation Footprints: Consumerism as Racial and Economic Injustice (Advanced)**

**Facilitator: Paul C. Gorski**

In a follow-up to last year's keynote address titled "Consumerism as Racial Injustice: The MACRO-aggressions That Make Me, and Maybe You, a Hypocrite," I will briefly share new insights after another year of trying to live a life that is more consistent with my stated commitments to social justice. This will lead us into a conversation about what it means to align our consuming habits with our advocacy and activism. Especially critical in this conversation, in the spirit of this year's conference theme, will be an exploration of what it means to become more aware of our exploitation footprints as a step toward truer forms of solidarity with disenfranchised communities.

### **Stories from the front lines of education: Confessions of a white, high school English teacher (All Levels)**

**Facilitator: Kim Radersma**

The shocking disparities and inequities between white and non-white students in the classroom tell of a continuing oppression that remains relatively unaddressed or ignored at the high school level. While sharing glimpses of several high school classrooms from her own varied experiences, she hopes to expose this gritty battleground. Reflecting upon the facilitators own experience teaching for 15 years, this workshop will attempt to reveal spaces in which counter hegemonic teaching can occur. Particularly, it will seek to unveil how white teachers can confront their own complicity within oppressive systems, and then choose to “unlearn” their racism and confront obstacles to white anti-racist activism.

### **Taking a Personal Inventory (Beginner-Intermediate)**

**Facilitators: Bob Amico and Gaston Dembele**

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

## **Teaching Methods That Build Relationships, Strengthen Communities, and Bring About Justice in School Classrooms (Beginner)**

**Facilitators:** Jondou Chen, Gail Cruise-Roberson, Donald Burroughs, Pat Badger and Peggy McIntosh

We will demonstrate a pedagogical strategy which helps to build relationships and strengthen communities within classrooms. We will model a teaching method based on students' experience rather than opinions. It can help to heal divisions in classrooms between students of different ethnic, racial, gender, regional, religious, and sexual identities and backgrounds. Participants will learn how to make sure that all voices in a classroom are heard, if only by one other person at a time, through using tightly-timed Serial Testimony. Participants will learn how to implement what Peggy McIntosh calls "the autocratic distribution of time in the service of democratic distribution of time." The tendency to challenge others and win arguments is replaced through Serial Testimony by increasing students' desire to listen to, learn from, respect, analyze, empathize, and understand peers whom they have been taught to ignore, disrespect, or fear.

## **The Marginalization of the African American Male Student-Athlete in College (All Levels)**

**Facilitator:** David Watts

Life for African-American male student-athletes who play NCAA revenue producing sports (basketball/football) presents both opportunities and challenges. Many thrive and are an integral part of a variety of sports teams. However, some are seen as less qualified and primarily on campus to improve the school's athletic program. These young men feel marginalized because a disproportionate percentage of them participate in sports. Some of the marginalized feelings can be self-induced simply because they are part of an underrepresented group, but in many cases it's due to preconceived misconceptions, minimal awareness, and a lack of communication about this issue. Learn how to effectively discuss this issue and develop strategies to help these student-athletes achieve confidence and success that will eventually lead to greater graduation rates.

## **The Roots of Racism in Christian Hegemony: Decolonizing our Thinking, Behavior, and Public Policy (Beginner-Intermediate)**

**Facilitator:** Paul Kivel

Before Europeans understood themselves as white they thought of themselves as Christians participating in a cosmic battle between good and evil against all those labeled Other. Today, Christian hegemony punishes the poor, destroys the environment, and contributes to our seemingly endless "war on terror". As our crises of financial meltdown, war, racism and environmental destruction intensify; it is imperative that we dig beneath the surface of Christianity's benign reputation to examine how it undermines our interpersonal relationships, weakens our communities and promotes injustice. Join me in a discussion of the impact of dominant Christianity on our lives and on how Christians and those who are not Christian have resisted oppression and built communities of healing and justice.

## **The Teaching Tolerance Anti-bias Framework: Understanding Identity, Diversity, Justice and Action (Intermediate)**

**Facilitator:** Emily Chiariello

This session will orient participants with the first-ever road map for anti-bias education. Organized into four domains: Identity, Diversity, Justice and Action, the framework represents a continuum of engagement in anti-bias, multicultural and social justice education, moving anti-bias educators from prejudice reduction toward collective action. Participants will learn how the 20 anchor standards, 80 corresponding grade-level outcomes and school-based scenarios show what anti-bias attitudes and behavior look like in the classroom and learn ways to map their own scope and

sequence to include the social emotional learning represented in the framework's outcomes. Building respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human calls for us to understand our own identity and our world's diversity. It calls for us to be aware of bias and injustice, both individually and systemically and understand the short and long-term impact of that injustice. The Teaching Tolerance Anti-bias Framework assists educators and their students in the personal and communal growth to feel confident to make a difference in society and commit to taking action against bias and injustice, even when it is not popular or easy. Participants will walk away with a copy of the complete framework and strategies for integrating the framework into classroom instruction.

### **The Truth about Spin: How to Make Your Frame Stick (All Levels)**

**Facilitator: Anna Shabsin**

Passion alone is just not enough to make social change. In a world of rapidly changing news and opinions, it is imperative that we have the skills to message our version of the story and make it stick in the media. Join Anna Shabsin for a skills-based workshop focusing on framing, rhetorical devices and sticky messaging.

### **“Twelve Angry Teens: Scenes from ‘The N!gger Workshop’” (Intermediate)**

**Facilitators: André Robert Lee, Barb Lee, Catherine Wigginton Greene and Eddie Moore, Jr.**

In the soon-to-be-released documentary film, “I’m Not Racist...Am I?” 12 New York teens strike out on a journey to learn more about how racism works today. Although they come from a range of backgrounds, they volunteer to go through several anti-racism workshops together. One of those workshops, and perhaps the most difficult for them, was “The N!gger Workshop,” created and facilitated by Dr. Eddie Moore, Jr. We will present the portions of the film that reveal what happened at the workshop when Dr. Moore pushed the teens to face their own subconscious biases and what the students learned from that experience. After viewing these scenes, we will ask participants to discuss the social issues at work in the scenes and share with us what they feel we should emphasize in our video curriculum that will accompany the film.

### **Undermining Equity and Inclusion Efforts on a School Campus: Unrecognized Privilege and Unreconciled Emotion (Advanced)**

**Facilitator: Shelly Tochluk**

Participants will use scripted scenarios as prompts to explore how white privilege, guilt, and internalized superiority interact in ways that undermine and sabotage relationship building around equity and inclusion efforts in a school community. Discussion of the seven scenarios will allow participants to identify various patterns that occur in public and private schools in both urban and suburban neighborhoods. Participants will consider what is needed to shift the dynamics and build stronger ally relationships on campus.

### **Understanding White Privilege through Dialogue: An Invitation to Connect (Intermediate-Advanced)**

**Facilitator: Hsiao-Wen Lo**

If you ever find yourself getting frustrated with your neighbor, uncle, cousin, or coworker because they are “racist” or just “wouldn’t get it,” come join us. In this workshop, we will first examine the cognitive, emotional, and behavioral effects of White Privilege on individuals. Secondly, participants will learn dialogue tools to connect with the person in ways that will allow them to better understand the person’s experience and build (or rebuild) relationships needed to make changes.



## **Using Autobiographical Stories to Diminish White Privilege and Build Constructive Relationships Premised on Justice (Beginner-Intermediate)**

**Facilitator: Scott Robinson**

This session will engage participants in telling and examining autobiographical stories of white privilege with the goal of fostering just and supportive relationships among whites and persons of color. The session will begin with the presenter telling a brief autobiographical story and participants will discuss ways in which white privilege impacted the thoughts and actions of the two central characters: one black, and the other white. Social and historical factors that helped frame the perspectives and resulting actions of the characters will be examined. Next, the audience members will be invited to construct and share their own brief autobiographical stories of white privilege. The stories that they share will be examined to understand how race privileges certain individuals.

## **Using Distance Learning Technologies to Examine Privilege (Beginner)**

**Facilitators: Abby Ferber and Eddie Portillos**

In this session, two University Faculty members will discuss the ways in which they each use various on-line and distance learning teaching technologies to examine issues of privilege in their courses. Both challenges and opportunities will be discussed. Resources for further exploration will be provided.

## **Way Beyond Role Models: The Becoming and Unbecoming of White Hegemony in the K-12 Teaching Corps (Intermediate)**

**Facilitators: Cory Gann and Tricia Diamond**

The over-dominance of white teachers in public K-12 schools is well documented and visible to everyone. Nationally, the figure hovers around 85% white teachers, and it is much higher in some states. All the while student enrollment in most of the US's larger cities reflects the "minority is the majority" paradigm. This workshop examines the historical roots of the profession as a white privileged field, the lived experiences of teachers of color on mostly white faculties, theoretical frameworks that examine the perpetuation of disproportionality including the homogeneity of teacher preparation, and programs that doggedly pursue a disruption of passivity in the face of teaching inequity. Participant's experience and expertise will contribute to an elucidated tableau of the scope of the problem, its causes, the barriers and resistance to change, and most-importantly the mis-education of children when teaching is so imbalanced. The promise of a diverse teaching force embraces community, relationships and social justice.

## **What Does It Mean To Have Children Speak Truth To Power? (All Levels)**

**Facilitators: Claudia Lewis and Orinthia Swindell**

A major part of the diversity initiatives at our school includes providing children with a comprehensive view of diversity. This includes exposing them to the concepts of power, privilege and intersectionality. As a Quaker institution, the idea of speaking truth to power is fundamentally implied in our interactions with one another. In this workshop we will explore how educators at Brooklyn Friends School apply this to their work with students ranging from the preschool and lower school years through high school. Workshop participants will be engage in discussions around the concept of speaking truth to power and will be provided with concrete examples of how this can be embedded in the curriculum.

## **Where to Begin: Framing a Professional Development Program on Racial Identity and Antiracism (Beginner)**

**Facilitators: Elizabeth Denevi and Mari Richards**

This session will look at how PreK-12 schools can develop comprehensive professional development programming that will both build collegial relationships and strengthen

student/teacher commitment to a more just and equitable learning environment. We will discuss how to begin a conversation about race in schools that focuses on racial diversity as academic excellence in the classroom. Then we will discuss strategies for skill-building so teachers can become more agile and able to address issues of racial identity, whiteness, and racism with each other and their students.

### **White American Islamophobia (All Levels)**

**Facilitator: Amer Ahmed**

The post-9/11 era in the U.S. has exposed the large amount of hate and bigotry that White America carries towards Muslim people. In 2012, a violent hate-motivated attack on a Sikh temple in Wisconsin highlighted the fact that Islamophobia is not just an issue that only impacts Muslims in America. Furthermore, the racist backlash against the first Indian-American winner of Miss America 2014 unveiled how widespread negative sentiment is towards anyone who is confused to be Arab and/or Muslim. Meanwhile, racial profiling, hate crimes and bullying continue to be widespread. This session will expose the industry of peddling Islamophobia capitalizing on the ignorance of Islam and Muslims in America. It will clear up the misinformation about Islam and Muslims and the socio-political implications of White American Xenophobia.

### **“White Culture? There’s No Such Thing!” (All Levels)**

**Facilitators: Benny Vasquez and Randy Clancy**

Many schools, businesses and organizations are proudly multicultural when it comes to who is in the room, but the policies, communications, and values continue to be dominated by whiteness. While many People of Color are aware of this invisible culture of power, most White people are unaware that they participate in it daily. This workshop will explore the notion of white cultural dominance and the ways in which it shapes the experiences of People of Color and White people on a day-to-day basis. Participants will explore a setting that is familiar to them and examine the values, structures, and ways of being that are accepted as fair and neutral in their communities. With guidance and support, they will leave with skills to use a critical and caring lens in order to move from multicultural to conscious anti-racist community building.

### **White Fatigue: Understanding and (Re)engaging Resistance to Social Justice and Equity (Beginner)**

**Facilitator: Joseph Flynn**

White Fatigue is a concept that describes the condition of an individual being “tired,” (for a range of reasons) of continued discussions about race, privilege, equity, and other issues related to race and social justice. Drawing from racial identity development theory, critical Whiteness studies, and media literacy, this interactive workshop will conceptually and operationally define White fatigue, explore contemporary media for examples of White Fatigue, and further consider strategies to help move beyond fatigue.

### **“White People, Know Thyself!” Okay, but what might I be missing? (Beginner)**

**Facilitator: Shelly Tochluk and Christine Saxman**

White participants invested in becoming more effective partners in racial justice and equity efforts will consider links between white racial identity development and the ability to build authentic relationships across race. Participants will explore common fears and reactions to learning about white privilege and institutional racism. Activities will explore emotions that underlie reactions white people have (ex. to being called a racist, making mistakes, becoming the focus of the conversation, being considered a ‘different kind of white person’, or wishing to be the best white person possible) in order to recognize how an incomplete racial identity development process undermines cross-race relationship building.

### **White Privilege and the Color of Wealth (All Levels)**

**Facilitator: Bob Williams**

Among the Right, there is much discussion that our country has become post-racial and offers a level playing field of opportunity to all. Yet, glaring disparities in household wealth not only reflect our legacy of white privilege, but also ensure its perpetuation into the future. In this workshop, we will discuss the power of wealth as well as our relationship to it. We will identify key historical causes of our current inequities. Using an experiential activity, we will examine how wealth continues to operate today to promote white privilege into the future. Participants will leave the workshop better skilled in challenging the level playing field narrative as well as knowing a number of wealth-building policies that will strengthen their communities and our country.

### **White Privilege in Immigration and the Criminal Justice System: The Latina/o Experience (Beginner)**

**Facilitator: Eddie Portillos**

As scholars and activists, it is important to recognize how privilege is evident in immigration policy. Immigration policies have led to the Criminalization of Latinos, especially for people of Mexican and Chicano/a descent living in the Southwest. The facilitator will argue these policies are intended to control the “other,” are ineffective, and create more problems than they solve. It is our role as activists to highlight these problems through our work and multiple strategies are needed to calm yet another wave of a moral panic concerning immigration.

### **White Privilege in Youth Organizing (All Levels)**

**Facilitators: Ashley Thorpe and Santera Michels**

This workshop is for participants to become more aware of how white privilege impacts even perceivable safe spaces in school settings. While confronting the ways that white privilege shapes the functions of student organizing across academic levels, participants will develop the skills to analyze their impact and restore justice to unintended harm; through large group discussions, dyad sharing, role playing and other interactive components.

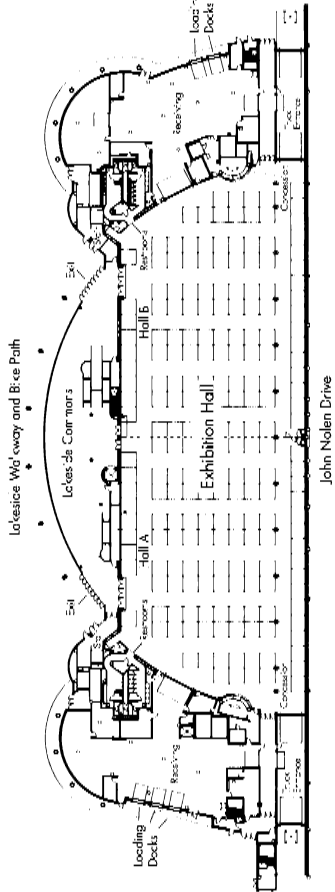
### **White Women's Guide to Teaching Black Boys (All Levels)**

**Facilitators: Eddie Moore, Jr. and Ali Michael**

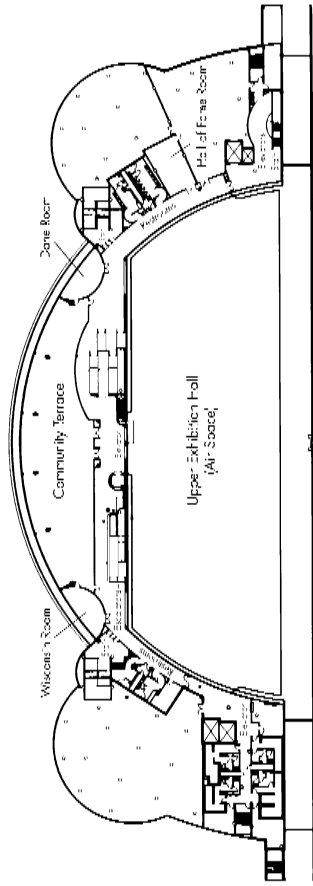
This workshop focuses on White women teachers and administrators and their relationships with young Black males. We will use racial identity development models for understanding teacher/student relationships as well as Dr. Moore's n!ggas/er word framework for thinking about the narrow roles that Black boys get forced to play. We will use the workshop to pilot a draft of the White Women's Guide to Teaching Black Boys, which we will distribute in the workshop. Black men are encouraged to join us to share your experiences with White teachers.

# MONONA TERRACE COMMUNITY AND CONVENTION CENTER

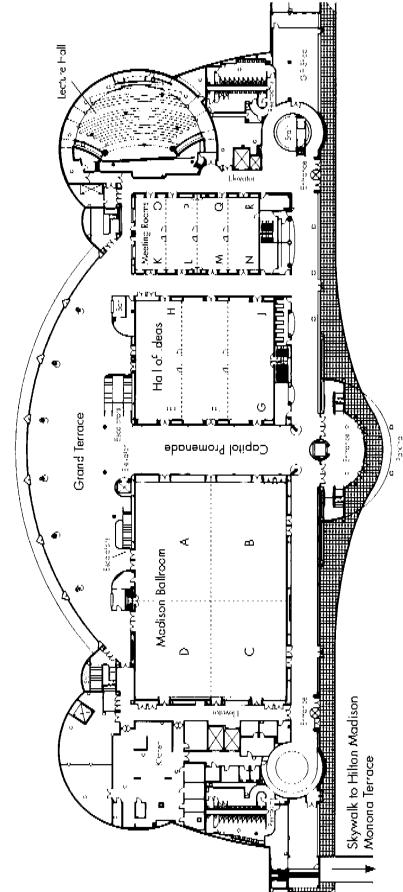
LEVEL 1 - LAKESIDE



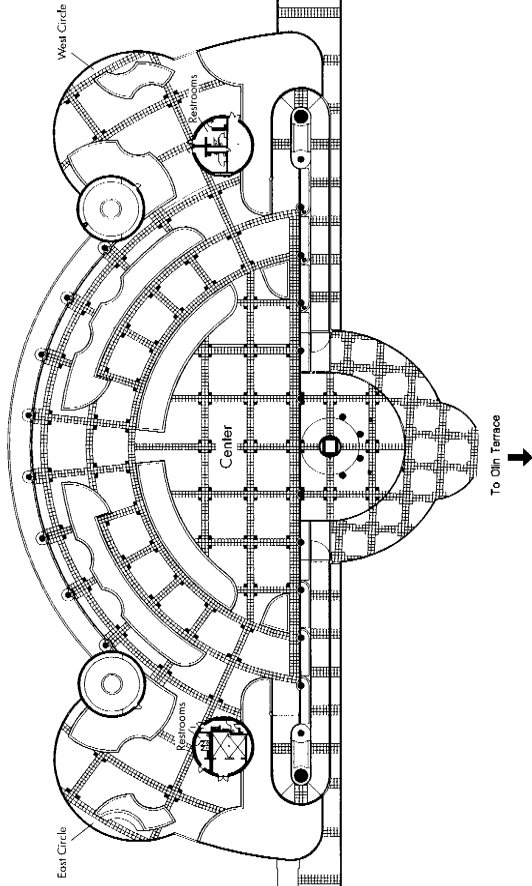
LEVEL 2 - MEZZANINE



LEVEL 4 - MEETING ROOMS / GRAND TERRACE

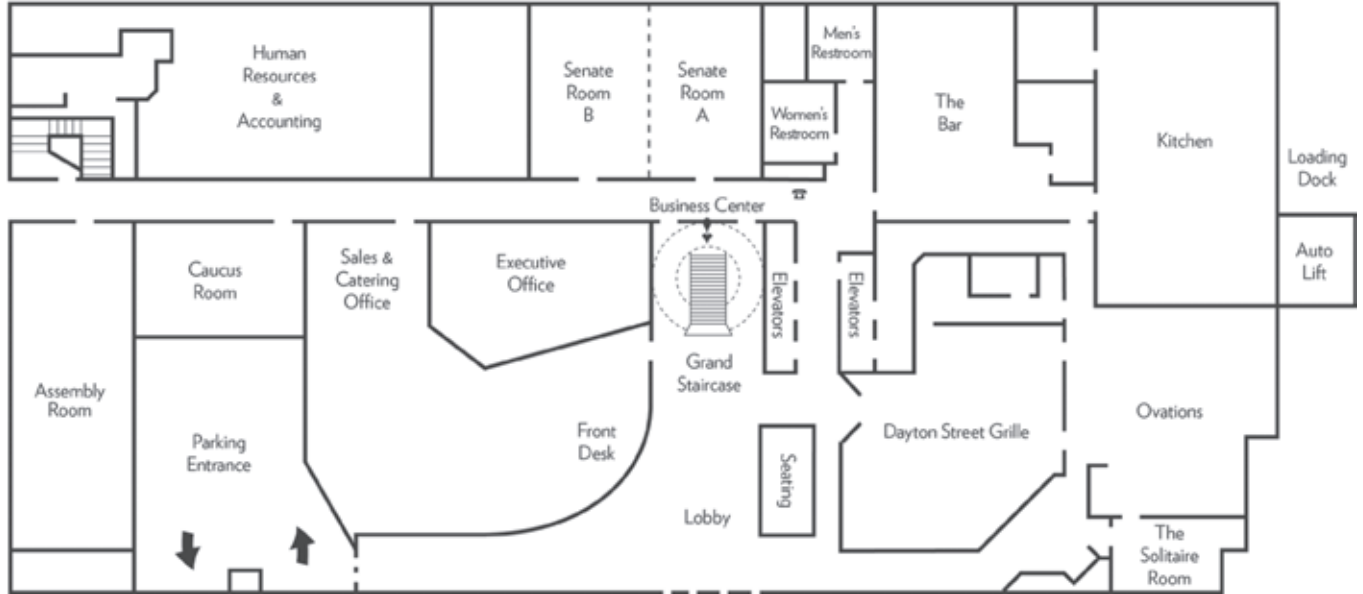


LEVEL 5 - ROOFTOP GARDENS

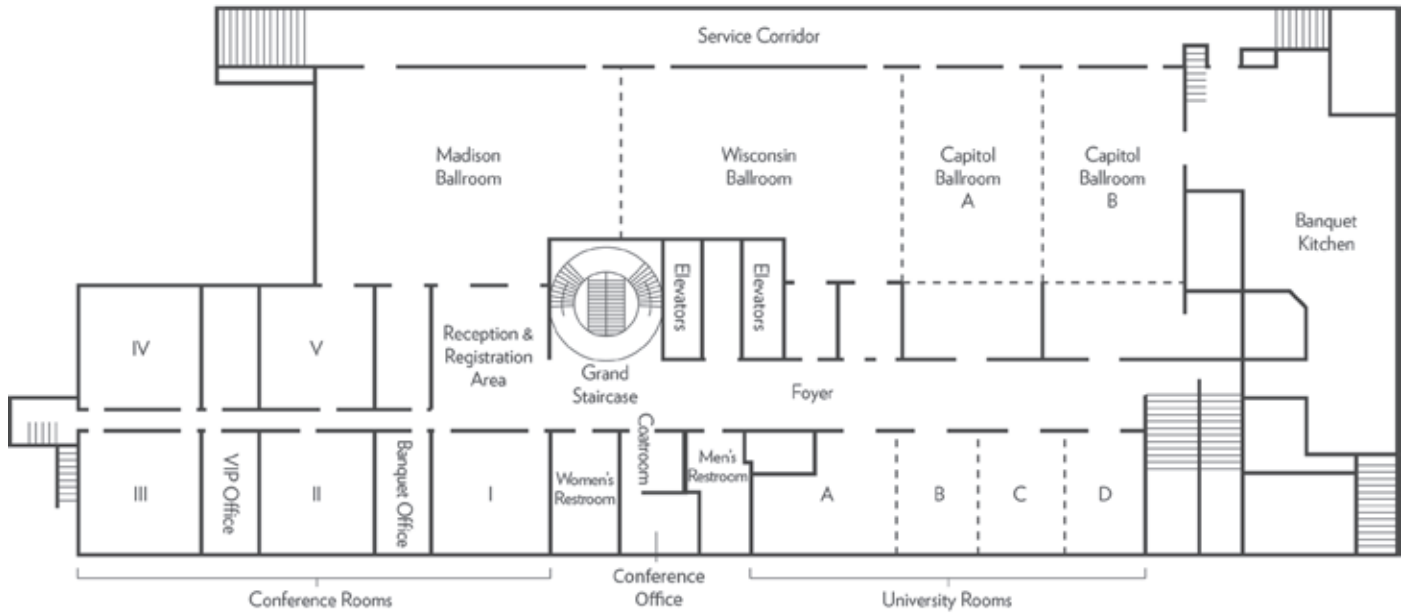


# Hotel Meeting Space

## 1st Floor



## 2nd Floor



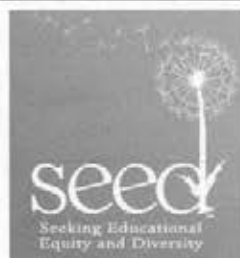
# NOTES

## CONFERENCE PARTNER



DIVISION OF  
Diversity, Equity &  
Educational Achievement  
OFFICE OF THE VICE PROVOST  
UNIVERSITY OF WISCONSIN-MADISON

## UNDERSTANDING SPONSORS



**Goddard College**  
PLAINFIELD, VERMONT | PORT TOWNSEND & SEATTLE, WA

## RESPECTING SPONSORS

eliminating racism  
empowering women  
**ywca**

southeast wisconsin



**SIERRA CLUB**  
FOUNDED 1892

**UWHealth**  
&  
**Unity**  
Health Insurance

**Stylus**  
PUBLISHING, LLC.



National Association of  
Certified  
Professional  
Midwives



## CONNECTING SPONSORS



**HACKMAN**  
CONSULTING GROUP LLC

Deep Diversity, Equity and Social Justice Consulting for a Changing World



**LeaderShape**

**FORWARD** community investments

**USA on RACE**  
Your #1 Source for  
Race Related News



## WPC 15 Co-Host



Diversity Action Team

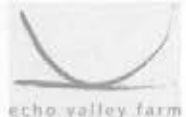
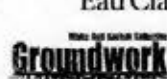


eliminating racism  
empowering women  
**ywca**  
madison



**MADISON**  
AREA TECHNICAL  
COLLEGE

University of Wisconsin  
Eau Claire



wisconsin conference  
UNITED METHODIST CHURCH

*Sinsinawa Dominicans*



UNIVERSITY OF WISCONSIN  
LA CROSSE

AREA diversity

**DIVERSITY CENTER**  
GUSTAVUS ADOLPHUS COLLEGE

## GRASSROOTS SPONSORS



**Access Midwifery, LLC**  
Providing prenatal and home birth midwifery care for the community



**EDGEWOOD COLLEGE**  
The Center for Multicultural Education  
and Ethnic Studies Program

The Winnebago Worship Group  
of the Religious Society of Friends (Quakers)  
Welcomes the WPC to Wisconsin!!!

**Thank you for your support!**

## WPC 15 SCHEDULE AT A GLANCE

WEDNESDAY, MARCH 26 AT THE CONCOURSE HOTEL	THURSDAY, MARCH 27 AT MONONA TERRACE UNLESS NOTED	FRIDAY, MARCH 28 AT MONONA TERRACE UNLESS NOTED	SATURDAY, MARCH 29 AT MONONA TERRACE UNLESS NOTED
7:30-9:30 AM Check-In & Registration for Institute Participants	6:45 -7:45 AM Optional Yoga for the Movement at the Concourse	6:45-7:45 AM Optional Yoga for the Movement at the Concourse	6:45-7:45 AM Optional Yoga for The Movement at the Concourse
9:00 AM-5:00 PM Wednesday Institutes <i>Advanced Registration Required</i>	7:00-10:30 AM Check-In, Registration, Information	7:30-10:30 AM Check-In, Registration, Information	7:30 AM-10:30 AM Check-In, Registration, Information
9:00 AM-5:00 PM Black Male Think Tank – 2 Keynote <i>Howard C. Stevenson</i>	8:30-10:00 AM Welcome & Keynote <i>Jacqueline Battalora</i>	8:30-10:15 AM Welcome & Keynote <i>John Powell</i>	8:30-10:15 AM Welcome & Keynote <i>Rosa Clemente</i>
	10:00-10:30 AM Performance <i>Jasiri X</i>	10:30 AM-12:00 PM Concurrent Workshops (#4)	10:30 AM-4:00 PM Saturday Institutes at the Concourse <i>Advanced Registration Required</i>
	10:45 AM-12:15 PM Concurrent Workshops (#1)	12:00-12:30 PM Lunch Pick Up	10:30-12:00 Noon Concurrent Workshops (#5)
	12:15-1:00 PM Lunch Pick Up	12:30-2:00 PM Accountability and Action Planning	12:00 Noon-12:30 PM Lunch Pick Up
	1:00-2:30 PM Concurrent Workshops (#2)	2:15-3:15 PM Keynote <i>Joe Feagin</i>	12:30-2:00 PM Concurrent Workshops (#6)
	2:45-4:15 PM Concurrent Workshops (#3)	3:30-5:00 PM Caucus Groups	2:15-3:45 PM Concurrent Workshops (#7)
	4:30-6:00 PM Caucus Groups	5:30-7:00 PM Community Dinner at the Concourse <i>Optional, Advanced Registration Required</i>	4:00-5:15 PM Celebration of Youth and Closing Celebration
	6:00-7:30 PM Meet the Speaker & Book- Signing Reception	7:15-8:30 PM Theatrical Performance at the Concourse <i>Daniel Beatty</i>	5:30-7:00 PM Caucus Groups
	7:00-9:00 PM YAP Poetry Open Mic at the Concourse	8:45-10:15 PM Film Screenings at the Concourse	7:00-8:00 PM Talk to Us
8:00-9:30 PM Film Screenings	8:00-9:30 PM Film Screenings at the Concourse		