

WPC13 INSTITUTES

Wednesday, March 28, 2012

1) “4 Quarters”: Sports Media Power and White Male Privilege (All Levels)

Just how much does sports media promote systems of privilege and oppression? In this fast-paced day-long institute, you will find out. After tip-off, we will tackle images of white privilege in sports media and its historical foundation. The 2nd quarter will take swings at male privilege in sports, gender oppression, and black masculinity. After half-time, participants will get dunked on by “The Penalty of Color” and the six image patterns of minority athletes. And by the 4th quarter, it’s “game-on” as participants will show off their skills by leading interactive exercises down the home-stretch. After the victory, all participants will leave with concrete resources and strategies that actively challenge oppression and inequality in sports media.

Frederick Gooding, Charles Modiano, Eddie More, Jr., Chris Ward, Jeffrey Montez De Oca and Charlene Teters

2) An End to Empire: Using Cellular Wisdom As A Liberatory Framework to Dismantle Racism, Whiteness and the Imperial Urge (Intermediate-Advanced)

This institute begins in an unlikely place: the biology of the human cell and an introduction to its liberatory properties. Setting this information aside temporarily, the institute then examines three major content areas: Empire (colonization, genocide, and globalization), Whiteness (white privilege and white supremacy), and U.S. empire (the interdependent forces of Whiteness, Classism, and Christian hegemony). Each of these content areas will be explored through theory, analysis, discussion and concrete application to current world events and U.S. societal dynamics. The workshop then returns to the notion of cellular wisdom by redefining it through a social justice lens (renamed as “Balanced Wisdom”) and asks participants to apply this liberatory, racial justice, anti-imperial framework to 1) the systems in the U.S. (e.g. education, media, etc.) that serve to further legitimize imperial whiteness and racism, and 2) to their specific work regarding racial justice. Though it may seem heavily theoretical, this workshop is highly discursive and experiential, and grounds the theoretical learning in participants’ lived experiences. Importantly, this is not an introductory session and participants are expected to already possess a solid understanding of race, racism and whiteness.

Heather Hackman

3) Bringing the Focus Back to Privilege within the LGBTQI Community (All Levels)

Just because one's sexual identity is marginalized by heterosexist expectations doesn't mean that we are absolved from taking responsibility for dominant privilege. Together, we will engage in a day long institute to deconstruct the LGBTQI and Ally "agenda" as well as the dynamic of power within the movement. The institute will start with highly interactive activities that breakdown the realities of whiteness. These activities are effective and can easily be translated back home in your organizations to continue the conversations. We will then move to building supportive bridges to other aspects of the marginalized sexual identity and gender non-conforming communities. We will also look at organizational practices, policies,

and procedures to build awareness. This is the real deal for a real conversation. No matter where you are with these ideas, whatever your personal identities may be, and regardless of the agenda of your organizations - this conversation needs to continue.

Jessica Pettitt

4) Critical Conversations with Children – Countering Internalized Supremacy and Oppression (Intermediate)

Children are born in the United States with the mechanics of oppression and privilege in place. This reality is reinforced by the behaviors and environments of the adults surrounding them, creating a socialization process that reinforces the hegemony of white supremacy, male dominance, and socio-economic status. The early years (Preschool-Grade 6) are a window of opportunity to disrupt this cycle, and adults need to deliberately and strategically work to give ourselves and children the tools to think critically about this cycle and to act to against it. This institute will provide analyses of children’s developmental processes, room for participants’ stories and challenges, and concrete strategies for responding in ways that will genuinely address these issues.

Theresa Lenear, Ilsa Govan, Tilman Smith, Fran Davidson and Kim Francisco

5) Facing Collective Shadows: Accounting for and Healing from White Settlement (Intermediate-Advanced)

In this experientially grounded institute participants will begin to face, account for, and heal from the collective shadows of White settlement in the United States. Individual and group healing exercises will be initiated and reflected upon through a variety of ways of knowing, including but not limited to the arts, movement, and mindfulness-based practices. Particular attention will be given to making connections between the conquest of First Nations (Indigenous Peoples) and ongoing White and settlement privilege in order to facilitate deep self-reflection, self-exploration and collective transformation. Conversations will include decolonization strategies for Whites, the intergenerational transmission of the trauma of settlement, cultural identities connecting Whiteness and settlement, creating ceremonial protocols for collective and individual healing, as well as the possibilities of reclaiming relationships with nature, people and society.

Robert Jackson-Paton, David Raymond and Jürgen W. Kremer

6) Global White Privilege: the Arab Season and Beyond (Beginner)

The institute will outline the historical context that laid the groundwork for modern day global White Privilege. The pervasiveness of White Privilege in global politics will be highlighted using examples of recent international conflicts. After a global overview concerning different regions, the Institute will focus on the Middle East. Specific emphasis will be placed on how global white privilege is implicated in issues relating to the "Arab spring" and the Israeli/Palestinian conflict. The audience will help develop relevant plans of action that could be directed on the international, national, state, and local levels.

Adrien K. Wing

7) Let’s Get Real about Racism (Advanced)

This institute provides a forum for participants to discover conscious and unconscious ways in which racism has affected their lives. This institute is experientially based and designed to foster a deeper understanding and appreciation of our differences. Through the use of films, role plays and a variety of diversity exercises, participants will learn to understand the effects of personal history, on behavior and attitude of individuals, listen to and explore personal experiences and perspectives from participants of diverse ethnicities, understand how differences in race can affect relationships, communication and behavior, observe facilitation of racial conflicts and misunderstandings and compassionately listen to, validate and acknowledge the emotional impact of racism on an individual, group and community.

Lee Mun Wah

8) Navigating WPC 13: An Institute for People of Color (Beginner-Intermediate)

Although people of color who have attended past WPCs acknowledge that cross-racial collaboration is crucial, they have also found that too little attention is focused on the intellectual, spiritual, and emotional toll the work takes on people of color at the conference and beyond—after all, white people who attend the conference don't check their privilege at the door. In this institute, the power of the participants' collective experiences will be used as a springboard to discuss issues that arise when working with white people who are struggling with racial privilege. Special emphasis will be placed on uplifting the cultures of people of color as a way to better prepare for WPC 13.

Robin Parker, Pamela Smith Chambers and Jorge Zeballos

9) Navigating Triggering Events: Critical Competencies for Facilitating Difficult Dialogues (Intermediate)

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

Kathy Obear

10) Socially Just Parenting: Its theory and practice (All Levels)

The purpose of this institute is to provide a foundation and a forum for parents who want to raise children who will have the knowledge and skills to disrupt whiteness, white privilege, and other forms of social oppression. The institute will begin with a brief review of research concerning identity development, how children learn about race, and the need to be color conscious. A second part will focus on strategies and techniques for putting this information into practice on a daily basis. Breakout groups will be formed to allow caucus groups with similar needs and interests to discuss these matters. Finally, action plans will be discussed to encourage putting what is learned into practice.

David Owen, Josie Amory, Marian Vasser, Orinthia Swindell and Claudia Lewis

11) The Application For Manhood: If Black Manhood Were A Job, Would You Apply? (All Levels)

If the job of being a Black man came with a description, it should include being a warrior against white privilege. Knowing that was in the job description, how many of us would apply? How many of us could apply? This institute will examine what can be done to train Black males into becoming Black men who can recognize, recover from, and resist White Privilege in its various forms. This interactive multimedia institute will help attendees address privilege, identity formation, power, and personal development in Black males. Issues examined will include the prison industrial complex, education, athletics, the media, and mentoring. This transformational institute will also seek to identify possible solutions and guidance on the best strategies to empower and protect Black men from the vestiges of white privilege.

Bryant Smith

12) Transforming White Privilege: A 21st Century Leadership Capacity (Intermediate-Advanced)

This institute is an opportunity to participate in the launch of modules created to help leaders build their capacity and confidence to identify, talk productively about and address white privilege. The modules are designed to increase understanding of a) individual and systemic white privilege; b) increase ability to identify white culture; c) increase skills in addressing white privilege through strategies and interventions based upon its consequences in their various spheres of influence. This will be a highly interactive session which will include film, case studies and accountability teams. We look forward to your participation and feedback!

Shakti Butler and Maggie Potapchuk

13) White on White: Communicating about Race and White Privilege Using Critical Humility (Intermediate-Advanced)

This institute draws on our experience as white people who have worked together since 1998, trying to raise our personal awareness of white supremacist consciousness and to improve our effectiveness in interrupting white privilege. We have learned how our good intentions often go astray; instead of engaging other white people in ways that may change their awareness and behavior, we too easily become judgmental and communicate in ways that cause others to withdraw or become defensive. In this institute, we describe a practice we call critical humility and help participants examine how their personal needs and biases can get in their way of using critical humility to good effect in their interactions with others. In the morning, we use visualization and small group discussion to help participants re-live a difficult incident when they tried without success to interrupt white privilege or call attention to white supremacist consciousness. Through dramatization, we show how critical humility might be helpful with such incidents. In the afternoon, participants work in groups of six or seven, using simultaneous role-play to create difficult conversations that typify the experiences that white people so often have of “good intentions gone astray.” After they play out the difficult conversation, the groups analyze problems and experiment with how critical humility might improve the situation they just created. Participants end the day by returning to their morning groups, in order to apply their learning to the unsuccessful incident from personal history. Throughout the day, we explore how all-white inquiry groups can help members sustain their

commitment to action in their personal relationships, institutions, and communities. Although our institute is designed for white people, we have planned activities that we hope avoid injury for people of color who choose to participate.

European-American Collaborative Challenging Whiteness

14) White Privilege and Cross Racial Dynamics (First year WPC Participants encouraged to attend! Beginner)

Most forums that address race focus on impacts on people of color, leaving white identity normalized and unexplored. The WPC is unique in that it shifts this focus onto white people and their socialization within a racially stratified society. However, the conference can be confusing and overwhelming for those new to the discussion. This workshop will provide an in-depth overview of key concepts related to power, privilege, and racial socialization of both white people and people of color, as well as the perspectives and skills needed for cross-racial movement building. Facilitated by an interracial team and using lecture, discussion, experiential exercises, and media, this Institute will provide a framework of understanding for participants of all races to prepare to navigate racial dynamics with more intentionality and an anti-racism framework.

Robin DiAngelo and Darlene Flynn

15, 16) YAP (Youth Action Project) Institutes

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

*The concept of YAP is simple ... **SNAP(See-Name-Act-Proceed)***

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

15) Middle School Institute

- A one day basic Exploration of White Privilege, and an introduction to tools for dismantling “-isms” associated with White Supremacy. This institute is open to students in grades 6-8.

16) High School Institute

- A one day Exploration of White Privilege, manifestations of white supremacy, and an introduction to tools for dismantling “-isms” associated with White Supremacy. Youth will create their own methods to address white privilege in their schools and communities and foster engaging dialogue. This Institute is open to students in grades 9-12. Students signing up for the three day YAP conference are encouraged to attend this Institute as well.

Saturday, March 31, 2012

1) An Insidious Interdependence: A Critical Examination of the Interdependency of Racism, Gender Oppression and Heterosexism and Homophobia (Intermediate-Advanced)

This institute is designed in three parts. The first critically examines the core interdependencies of racism / whiteness, gender oppression, and heterosexism and homophobia (e.g. how and why racism polices gender and sexual orientation in the interest of maintaining structures of race and racism); the second presents a general framework for doing critical, intersectional social justice work regarding these interdependencies; and, the third applies these critical examinations and this social justice framework to the specific racial justice work areas of the participants. This is not an introductory level institute and therefore attendees need to have a solid level of understanding of all three forms of oppression being discussed so that we can more readily explore their deeper complications and intersections / interdependencies and the corresponding pathways to liberation. This is also a highly interactive institute, so please come ready to share, co-create, and build on knowledge acquired throughout the conference.

Heather Hackman

2) Dear White Teacher: How Does White Privilege Affect Students of Color? (Intermediate)

This interactive institute addresses the conference theme by providing an opportunity to engage in a meaningful dialogue that reframes the equity discourse through the layers of complexity inherent in the student/teacher relationship. Participants will learn to connect this discussion with the big picture as we analyze factors which impact current classroom climate as compared to the historical underpinnings embedded in classroom dynamics involving white privilege, as white women comprise the majority of classroom teachers. Participants will engage in a series of activities that will also allow for meaningful discussion and specific strategies to address the dimensions of privilege covered in this workshop. Student/Teacher relationships are the basis for the seen and unseen climate that evolves in every classroom and its impact on student performance. Thus, analyzing teacher-student relationships and addressing the inherent white privilege are an essential part of the education debate.

Sharon Gooding

3) HELP! Does the Movie "The Help" Hurt or Help Race Relations and White Privilege? (All Levels)

This full day session will conduct an in-depth analysis of both the 6 main white character patterns that appear in mainstream movies (i.e., white prototypes) before lunch; then after lunch, we will place theory into practice by "walking through" a screening of "The Help" and will pause for questions and commentary based upon what we learned during the first half of the day. Finally, we conclude by sharing best practices for developing increased media literacy within our respective communities and by processing pedagogical techniques that effectively address the "privilege of white image."

Frederick Gooding and Eddie Moore, Jr.

4) Lessons Learned: So Now What Do I Do? (All Levels)

For most people, attending the White Privilege Conference is a rich, meaty experience. Whether it is your first time or your tenth, in my experience there is always at least one workshop or keynote or discussion that throws me for a curve, that requires me to talk the content or emotions through, preferably with someone who knows what I am talking about. Additionally, when I leave I want to turn my learnings into action, and I don't always know how. The goal of this institute is to provide a space to process the unsettled parts of the conference with other participants, design an action plan for using something you learned and build a network of people in the Institute so that you will leave with a list of people who will be there to participate in your reentry process. The people we go home to will be basically the same as they were when we left. Chances are good, however, that we will return with different thoughts and questions, comfortable with new language we might not have used before, and/or with a determination to make change that others don't share or have conversations that others aren't interested in having. Rather than leaving what we learned at the conference, this is a way to begin to identify ways to integrate it into our lives and move forward. Come join us!

Frances E. Kendall

5) Privilege and Allyship – Owning Our Stuff and Taking Action (Beginner-Intermediate)

As we progress in our understanding of privilege, power, and oppression, one of the toughest transitions is not only acknowledging our identities of marginalization but also our identities of power and privilege. Traditional equity and justice approaches concentrate on the deficit model – oppressed people must empower themselves to create positive change. How do we shift to a model in which those in power become allies to change systems from the inside out? Take part in an interactive workshop where we will examine the intersections of all our identities, own the power and privilege that we do have, and gain practical tools to become allies.

Rosetta Eun Ryong Lee

6) The Everyday Nature of Microaggression: Bringing darkness to light (Intermediate)

In this full day institute participants will examine what microaggressions (forms of subtle discrimination) are and how they are delivered via dynamic modes everyday; increase self-awareness of personal experiences as perpetrator (oppressor) and target (oppressed); examine privilege and oppression at the intersections of identity; understand and apply common coping strategies when responding to microaggressive acts; and create a personal action plan to increase self-awareness with regard to microaggressions and their impact.

Pamela Hopkins and Placida Gallegos

7) Why Our Current Immigration Debate Is Non-Sustainable from a Biological and Needs Based Psychology Perspective (Beginner-Intermediate)

This institute will provide participants with an historical background of the major U.S. immigration laws through the lens of white privilege, and examine how individuals from other countries enter the U.S. as immigrants and non-immigrants. Next, there will be a facilitated discussion and analysis of why participants feel the current system is working or failing. This will lead to an exploration into the role of fear as it manifests itself in our immigration debate. From here the participants will be introduced to the theory of Needs Based Psychology and the

insights it can provide us for understanding the debates over comprehensive immigration reform.

Eric Jones