The Color of Money:
Reclaiming our Humanity

April 10-13, 2013 Seattle, Washington
IN COLLABORATION WITH:
The Northwest Equity Consortium
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
1999-2013
1st 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
University of Colorado at Colorado Springs
Colorado Springs Sheraton Hotel

WPC 9 Critical Liberation Praxis: Creating Transformation for Social Justice
UMASS Amherst – Social Justice Education Program & Goddard College
Springfield, Massachusetts, Sheraton & Marriot Hotels

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

WPC 11 Health Inequities: Strategies. Action. Liberation
7 Rivers Region Diversity Collaboration Initiative
La Crosse, Wisconsin, La Crosse Center

WPC 12 This Land is Whose Land?
• Defining Citizenship • Understanding Access • Taking Action
Minnesotta Justice Collaborative
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 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.
April 10, 2013

Welcome to the 14th 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 shape, strengthen and grow the program. The dedication of this team makes it possible for us to keep this conference affordable, and offer registration rates lower than other comparable conferences. All of our year round work is also carried out by dozens of volunteers. We have one staff member, Marqita Jones, and two student interns this year, Ryan Barry and Amanda Nevarez. We wish to express our tremendous appreciation to Marqita, Ryan and Amanda! And please join us in thanking the many members who have collaborated to form The Northwest Equity Consortium and made WPC14 happen in Seattle!

In our ongoing efforts to keep the dialogue going all year round, we continue to publish Understanding and Dismantling Privilege, our online, open access, interdisciplinary journal; offer a weekly radio show, Intersections, hosted by Dr. Eddie Moore jr. and Daryl Miller interviewing WPC presenters and others committed to the work of social justice; administer our Graduate Certificate Program in Diversity, Inclusion and Social Justice and 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 websites.

New initiatives begun this year include the creation of a Youth Leadership Board to work with the Youth Action Project. This group has developed new youth-related programming for WPC14 and is providing youth with a stronger voice at WPC and in our year round work. We also created an accessibility taskforce this year, to provide input and develop strategic plans to continue to advance the accessibility of WPC for people of all abilities/disabilities. Their work will be visible in some changes you may observe at this year's conference. Finally, we are grateful for the continued efforts of our Accountability Planning Taskforce, that has been working for a number of years to build action and accountability plan components into specific workshops and to make visible the year round work of many of our participants. In response to their efforts, and feedback from WPC participants in evaluations, we are launching a workshops session devoted to Accountability, Networking and Action Planning, scheduled for Friday from 12:30-2:00. Every workshop and gathering hosted at this time will be focused on providing participants with dedicated time to develop specific plans, become involved in social change organizations, or simply connect with a network of participants in a similar field or region. We invite you to become even more involved by contributing your time, treasure, and talent all year long; join us in building a more just future.

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.

Sincerely,

Eddie Moore Jr.  Abby Ferber
Founder and Director  Director
The White Privilege Conference  The Matrix Center
Bienvenidos! Greetings~

We, the Northwest Equity Consortium, would like to welcome you to Seattle, Washington. You are on the land of the Puget Sound Coast Salish Tribes, including the Duwamish who have lived on this land since the end of the last glacial period (c. 8000 BCE, 10,000 years ago), are still very much here, and are currently suing for federal tribal recognition.

We are very moved and inspired with your participation in the 14th Annual White Privilege Conference. If you are a visitor to the Northwest, please take time to experience the beauty of our natural environment, nestled between mountains and ocean. Enjoy the local seafood, visit historical sites and engage with the vibrant cultures.

The conference theme, The Color of Money: Reclaiming our Humanity, is deeply connected to the Northwest. While this area is home to some of the richest companies in the U.S., including Microsoft and Amazon, we see sharp wealth divides in our communities, particularly within large homeless, immigrant and refugee populations, and communities of color affected by the historical lack of opportunity. Even in the face of having one of the most diverse zip codes in the nation – 98118 – the Northwest is challenged with deeply entrenched issues of inequality on a daily basis. As in other parts of this nation, there is a history of monetary gains and losses being shaped by the intersections of genocide, colonization, Japanese American incarceration, enslavement, redlining and gentrification, and other forms of oppressive and privileged patterns.

The Seattle area also draws on a powerful history of progressive community organizing including, but not limited to: the formation of the people of color led Labor and Employment Law Office (LELO), El Centro de la Raza Center for all People, Day Break Star Cultural Center (United Indians of all Tribes), the nationally recognized Wing Luke Museum of the Asian Pacific American Experience, the Central Area Motivation Program and the first and most long lived chapter of the Black Panthers outside of Oakland, California. We have stood on the shoulders of the local and national leadership that produced these and many other efforts to counter white privilege and reclaim our humanity as we have prepared for WPC 14. Having come to Seattle your energy will now join with ours, and those who have come before us, in the form of a growing WPC community that will contribute to the next wave of change and equity, here and across the country.

Our state motto, “Alki” which is Chinook for “By and By”, expresses our collective hope for the future and the lasting impact of WPC 14. This year we are excited to host the first Black Male Think Tank and first lunchtime networking hour to build on our powerful relationships. As we consider the concepts of vision, commitment and sustainable partnerships, we encourage you to examine your visions for the future and laying the groundwork for generations to come. You can make a difference in your community with the relationships you have with people there.

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 The Evergreen State!

In Service to Justice,

The Northwest Equity Consortium
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General Information

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

Academic Credit Options

UCCS offers three academic courses that high school, undergraduate and graduate students may enroll in. Registration, which takes place on-line, ends April 24, 2013. Please note that UCCS tuition charges apply.

Course Requirements: There are required readings and assignments listed on the syllabus. The only requirement that must be completed while at the conference is to keep a session log: Attendees must complete and submit a formal session log that lists the title of the presenter, the title of the session(s), and the time length of each session. Additionally, a brief journal entry/description (approx. two-three paragraphs) discussing one major concept presented at the session. What was the most important take-home message for you? Please take additional session notes to draw upon in other assignments to be completed after the WPC.

Registration information, tuition fees, and syllabi for each class can be found on the WP website at: http://www.whiteprivilegeconference.com/academic_credit.html

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 this are built into the program and physical design of the conference. ASL Interpreting services are being provided by: SignOn, an organization of the Hearing, Speech & Deafness Center (HSDC), Seattle, WA. Interpreters will be available during lunch pick up Wednesday-Saturday. CART service will be provided during Keynote sessions only. We continue to work on improving WPC accessibility, and welcome input and ideas. Participants are invited to join our “Accessibility” planning dialogue during our Accountability and Networking Session Friday, April 12, 12:30-2:00. Questions? Please contact Daryl Miller at dmiller4@uccs.edu or ask for him on-site.

“Ce-Liberation” Dinner on Shabbat

On Friday, April 12th we will break bread together. Everyone is invited and all are welcome. The Friday evening keynote will directly FOLLOW the dinner. Typically the WPC falls over the Jewish Shabbat and we encourage you to come and “ce-liberate” with us. The dinner is our opportunity to stand for Black-Jewish Relations and stand against white supremacy, anti-Semitism and oppression; the WPC has always stood for inclusion, and this event welcomes multiple perspectives on power, privilege and oppression. We will have moments of celebration, liberation and silent reflection, followed by some courageous conversations about local, national and global issues. The dinner may no longer include communal prayers. Cost is $40/person or $30/student. Onsite purchase may not be available, as this event has sold out consistently in the past.

Continuing Education Credits/Clock Hours

University of Colorado Colorado Springs’ College of Education offers CEUs (up to 4) and Clock Hours for WPC. Choose from Special Topics in Counseling or Special topics in Curriculum & Instruction. For participants seeking clock hours or continuing education units in fields other than education, we provide general CEUs. General CEUs provide a means of documenting and verifying hours of participation at the WPC. Participants are responsible for contacting their employers, professional organizations or governing bodies to find out if these general CEUs will be accepted. Requirements and procedures vary by profession, as well as by state, and the WPC cannot guarantee that any specific organization will accept these clock hours/CEUs.

Deadline to register to receive CEUs/Clock Hours is May 4, 2013.

Please note UCCS charges for the administration and awarding of CEUs/Clock hours.
Registration instructions and requirements are here:
http://www.whiteprivilegeconference.com/academic_credit.html
You may print a session documentation log at the website, or pick up one at the information desk. All paperwork must be submitted via mail or email after the WPC.

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.

Founders Walk and Talk
Join WPC Founder, Dr. Eddie Moore, Jr. to walk and talk each morning; 30–45 minutes to get your heart pumping and your questions, suggestions and daily reflections heard. Plan to meet at the Doubletree’s Front Desk Friday and Saturday mornings at 6:15 AM.

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 throughout the foyer space at the hotel. 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 Ce-Liberation Dinner on Shabbat. 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 available in cascade 1 from Thursday through Saturday. All traditions and practices are welcome; however, this is not a place for napping.

Multi-purpose Room
The Northwest Ballroom will serve as a multi-purpose room throughout the conference. Museum items and a variety of art will be on display so be sure to check it out.

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 (Mount Baker) 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
Mount Baker Room will be available to all presenters Wednesday through Saturday, from 9:00am -5:00 pm.
Quaker Hospitality Suite
All are welcome at this year's Quaker Hospitality Suite located in the 13th Floor in an identified Parlor Suite, 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 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.

Restrooms
Restrooms are available throughout hotel. A gender neutral restroom is located near the Northwest Ballroom 3. 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. If you have any questions or concerns, please contact Jordon Johnson at Jordon.johnson@yahoo.com or at 505.503.5183 for more information.

Social Media
Connect with conference attendees and speakers via Social Media. Questions, thoughts, comments? Direct them towards Twitter, @got_privilege #WPC14, or if you have any questions on how to promote and best engage online, or want to participate in end of day interviews, connect with @eZvenia (Eris Dyson), @vancityandy (Andrew Moulton), and @RyanHamachek (Ryan Hamacheck) at the conference!

Get involved:
Twitter- @got_privilege #WPC14 #Seattle
Instagram- got_privilege
Youtube.com/gotprivilege
Facebook.com/whiteprivilegeconference

Speakers on Twitter:
Jamie Utt- @Utt_jamie, Eddie Moore- @eddieknowsmoore, Jlove Calderon- @jlovecalderon, Andrea Johnson- @andilyn94, Derrick Gay- @derrickgay, Betsy Wright- @classismexposed, David Leonard- @drdavidjleonard, Stephanie Logan- @drlogan09, Jacob Swindell Sakoor- @JizzySS, Susan Rahman- @susanrahman, Kathy Obear- @kathyobear, Paul Gorski- @pgorski, Beth Applegate- @bethconsults, Jennifer Chandler- @Chandler_in_WI, Jessica Pettitt- @jesspettit

YAP on Twitter: @OH_SNAP_YAP

Yoga
We will offer yoga classes in the Reflection Room (Cascade 1). These all-level yoga classes link breath and movement to build strength, flexibility and a growing awareness of both the mind and the body. These classes are especially welcoming to people of size, queer people, and others who might not feel comfortable in conventional yoga classes. Yoga classes will be offered Friday morning from 7:00-8:00 AM and Saturday morning from 7:00-8:00 AM. Be sure to bring a towel with you.
YouthOnRace.org is a web pavilion sponsored by the Youth Institute on Race and Ethnicity to assist students, parents and educators in building a better understanding of race and ethnic diversity. The site has very engaging departments:

- Color and Culture
- Ethnic History
- One Race Blog
- Parents Corner
- Racial Prejudices
- Stereotypes
- Teachers Talk
- Youth Connect

The web pavilion can be a great gathering place for students to participate in the Youth on Race dialogue.

- Visit YouthOnRace.org
- Participate in the Youth on Race dialogue
- Write for Us. See writers guidelines online

"Youth Dialogue On Race"  
Click Here To Sign Up

Teacher and parents will find many resource materials and tools to help address issues around race and ethnicity.

If you are interested in receiving information about how your school and students can participate in online discussions and access educational materials, please contact:

Janice S. Ellis, Ph.D.  
President and CEO  
Email: jellis@youthonrace.org  
(816) 931-2900

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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 allow attendees 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 (Evergreen 1)**
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-Racial/Mixed-Heritage Caucus (Cascade 13)**
WPC attendees who identify as “mixed” or bi-racial 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 (Evergreen 4)**
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.

**Facilitators:** Shelly Tochluk, Ali Michael, Beth Applegate, Christine Saxman, Francie Kendall, Garrett Naiman, Ilsa Govan, Jamie Utt, Jordon Johnson, Kathy Obear, Mary Watson, Maura Eden, Peggy Peloquin, Robin DiAngelo, Tami Farber, and Tilman Smith

*******Good Listeners are available during caucus time in Olympic 1*******
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, Tarah Fleming, Lizette Dolan, Anna Von Essen and Stephanie Ciccone-Nascimento, they are supported by Carrie Romo and Tiffany Taylor-Smith.

YAP Space: YAP space will be on the 14th Floor in Maxi’s Lounge.

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.

YAP SCHEDULE

Wednesday, April 10

8:00pm - 9:30pm  Film Previews
                  Suggested youth film: American Promise

Thursday, April 11

7:30am - 7:00pm  Check-In & On-site Registration open

8:30am - 10:30am Keynote: Darrick Hamilton
                  Special Performance by Jasiri X

10:45am  YAP Check-In

12:15pm - 1:00pm Lunch (YAP eat lunch together)

2:45pm - 3:45pm  Keynote: Paul Gorski (YAP attend keynote together)

5:45pm  YAP Check-Out (chaperones must sign youth out)

6:00pm - 7:30pm  Meet the Speakers & Host Team(s) Appreciation Reception
7:00pm - 9:00pm  
YAP Open Mic (WPC and YAP attendees)  
Doors Open at 6:45

8:00pm - 9:30pm  
Film Previews

9:00 - 10:00pm  
Coffee House: 'Brewing' Conversation Space for Youth, facilitated by youth leaders (Olympic 3)

**Friday, April 12**

8:30am - 10:15am  
Opening and Keynote: Betsy Leondar-Wright  
Chaperones bring youth to keynote- Youth sit with YAP

12:00pm - 12:30p  
Lunch (YAP eat lunch together)

5:45pm  
YAP Check-Out (chaperones must sign youth out)

5:30pm - 7:00pm  
“Ce-Liberation” Dinner on Shabbat (reservation required/additional cost)

7:15pm - 8:30pm  
Keynote: Terrance Nelson

8:30pm - 10:00pm  
Film Previews

8:30 - 9:30pm  
Coffee House: 'Brewing' Conversation Space for Youth, facilitated by youth leaders (Olympic 3)

**Saturday, April 13**

8:30am - 10:30am  
Opening and Keynote: Jacob Swindell-Sakoor  
Chaperones bring youth to keynote- Youth sit with YAP

10:30am - 12:00pm  
Youth attend WPC Concurrent Workshop – Session 5  
*Suggested workshop: Managing Your Money and Empowering Youth*

12:00pm - 12:30pm  
Lunch Pick-up

12:30pm - 2:00pm  
Youth attend Concurrent Workshop – Session 6  
*Suggested workshop: Connecting Youth and Adults in Social Justice*

2:15pm - 3:45pm  
Youth attend Concurrent Workshop – Session 7  
*Suggested workshop: Youth in Ending Racism and Economic Oppression*

3:30pm  
Youth participating in Youth Celebration meet in designated space TBD

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*
USAonRACE is an educational magazine dedicated to achieving a better understanding across race and ethnicity. Through departments that mirror everyday life experiences, we address important topics in business, health, politics, education, and cultural uniqueness. The website offers added features, resources, and educational materials to help us understand our differences, bridge our divisions, and celebrate our commonalities.

Toward that end, USAonRace.com is the proud sponsor and host of the National Collegiate Dialogue on Race Relations where students and professors can openly engage in important and ongoing conversations throughout the academic year about race, privilege, oppression, and equality.

USAonRace.com has launched a companion site, RaceReport.com. RaceReport.com publishes, on a daily basis, the most current race relations news and events across the United States and around the world.

Visit USAonRace.com and RaceReport.com

Participate in the online forums and dialogues

Submit articles. See writers guidelines online

Contact:
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Action Planning, Action Workshops and Networking Groups

This session builds on our commitment to accountability and provides opportunities and connections for all participants to continue the work of WPC once they go back home. The Networking Hour is dedicated to Accountability, Action and Networking. The goal for these workshops is to create ongoing networking opportunities that will continue throughout the year.

Aside from the sessions listed below, anyone can propose a new session based on a topic of their choice, either a roundtable about a particular topic, a regional networking, etc. A large poster board will be placed at the entrance to the Grand Ballroom at the start of the conference and attendees can propose their own sessions.

1) Independent Schools Networking (Evergreen 1)
Facilitators: Glenn Singleton and Eddie Moore, Jr.
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. Our time will be devoted to discussing ideas for systemic and institutional change involving proven programs, experienced professionals and comprehensive professional development opportunities.

2) Indigenous Movement Solidarity (Evergreen 2)
Facilitators: Thomas Pearce, Robert Tohe, and Twa-Le Abrahamson
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) What it Takes to Host WPC and the Impact of Hosting WPC in Your State (Evergreen 3)
Facilitators: Jordon Johnson and Thomas Harris
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.

4) Sports Justice Roundtable (Grand Ballroom)
Facilitator: Charles Modiano
After WPC’s first sports-themed workshop in 2010, the sports blog POPSspot.com was inspired by the suggestion from an audience member and a follow-up process of subsequent conference calls. POPSspot – cofounded Dr. Eddie Moore, Jr. and Charles Modiano -- is a website that explores Power, Oppression, and Privilege in Sport, and it offers an opportunity for folks to challenge media reports, present a different perspective, critically analyze and hold accountable the reports and reporters unwilling to consider these issues. Whether the topic is sports owners, sports mascots, or the NCAA’s exploitation of athletes, the articles and perspectives will examine
issues of white supremacy, white privilege, and other related forms of privilege and oppression including class, gender, and sexual orientation. While the launching of the website was a positive start, more can be done in a deliberate fashion to enhance and expand on these goals.

5) The Role of Listening and Emotional Healing in Ending Racism and Economic Oppression (Cascade 2)
UER Facilitator: Rachel Noble
White privilege and racism set up a system of inequitable access to the resources of our society. This is a deep hurt to people targeted by racism. People who are set up to have greater access are also damaged by this dehumanizing process. These racist, economically oppressive policies will continue to slow our progress to change them without a chance to examine their physical and emotional affects on us; our families, our communities, and our institutions. Freeing our minds and other minds from the anger, grief, and confusion we experience in an oppressive society will increase our effectiveness as we work for liberation. Participants will learn how a simple process of listening and emotional healing, through Re-evaluation Counseling, provides tools to do this work.

6) Where Social Justice and Social Media Collide (Cascade 3)
Facilitators: Eris Dyson and Andy Moulton
Have you wondered what it takes to create impact in 140 characters or less? Come hang out with Eris and Andy as we talk about how social media can inform your social justice. So no matter what level you may be at we can insure you will walk away with new tools to help your passion find a lane on the information highway.

7) Sustaining a Culture of Inclusion at WPC: Exploring and Explaining Access (Cascade 4)
Facilitators: Linda Ware, Lisa McNiven, Leslie Page, and Daryl Miller
The disability studies scholar, Lennard J. Davis (2001) suggests that “while many white people have embraced the cause of people of color, and while many straight people have taken up the cause of gay, lesbian, bisexual, and transgendered people, few “normals” have resonated with people with disabilities. The reasons for this are telling. No whites will become black; few straights will become gay; but every normal person can become disabled. All it takes is the swerve of a car, the impact of a football tackle or the tick of the clock to make this transformation” (3). Joining the ranks of the disabled invites fear given that “disability is the identity one may become part of but didn’t want. This is the silent threat that makes folks avoid the subject, act awkwardly around people with disability, and consequently avoid paying attention to the current backlash against disability rights” (p.4). In this session we will consider access concerns ranging from well considered signage, film captioning, lighting options, listening devices, microphone availability, CART services, silent applause, non-raised platform dias—to name but a few of the approaches to ensure a culture of inclusion at WPC.

8) Standing Up for Racial Justice (SURJ) Tristate Area (NY, NJ, Conn.) (Cascade 5)
Facilitator: Natania Kremer
Come together with other people from the NY- tri-state area to create a action plan for when we return home. Plug into current racial justice campaigns for immigration reform, to stop and frisk, and more.

9) Standing Up for Racial Justice (SURJ) Action (Cascade 6)
Facilitator: Dara Silverman
How do we move from learning, training and process into action? At this session we will learn about SURJ and our efforts to take action for racial justice work across the country and make a plan to plug in people from across the country to local, regional and national campaigns.
10) Community Philanthropy: Investing Strategically, Giving by Design (Cascade 9)  
Facilitator: Charles Lewis  
The session will offer a history of the origins of giving in the Americas as well as various giving models in communities of color in the United States. Charles will explain how giving circles are a complement to traditional giving by endowed foundations. In this session, attendees will learn the basics of collective giving and hear first-hand stories about how philanthropy can build power in communities of color and abroad. Session takeaways will include prompting questions to help communities explore strategic giving as a tool to effect positive community change. The session attendee should leave the session with tools that answer questions like, "What is my purpose in my community? How can I affect my local community? How can I help my community grow through my philanthropy?"

11) Social Justice Fund's Giving Projects Roundtable (Grand Ballroom)  
Facilitators: Mijo Lee and Kylie Gursky  
Do you want to learn more about movements for social justice in the Northwest and support organizations working for systemic change? Then join us to find out how Social Justice Fund NW is changing the face of philanthropy and creating a sustainable new model of funding critical, underfunded social change work. Social Justice Fund NW is a membership-based foundation which addresses injustice and inequity by funding strategic community organizing that results in long-term, systemic change. SJF does its grantmaking through a unique, participatory model called Giving Projects. Giving Projects bring together a cross-class cohort of people who are passionate about social change and interested in developing new skills in fundraising, grantmaking, and community building. Members develop valuable skills, analysis, and relationships throughout the project and fund organizations in Idaho, Montana, Oregon, Washington, and Wyoming working to strengthen grassroots efforts in the broad-based movement for progressive, systemic social change.

12) Networking for College Students (Olympic 1)  
Facilitators: Kelli Allred, Fatima Guled and Veronica Velez  
Networking with fellow college students to share ideas, experiences, and successes for ways that we can take the WPC experience to our college and communities, as well as possible strategies to help each other throughout the year. This session is for both the novice as well as the seasoned college student in the arena of how we all make the world a better place, through school and community organizations, social policy, fundraising, and social action.

13) Teaching Race and Social Class: Developing a Curriculum, Grades 6-12 (Olympic 2)  
Facilitators: Elizabeth Denevi and Mariama Richards  
This session will focus on developing and teaching anti-bias courses for both middle and high school students. We will also look at pedagogy and team-teaching approaches to implementing these courses and participants will begin to develop specific plans. This session will highlight two major areas of focus for the courses: 1) racial identity development, white privilege, and antiracism; 2) different aspects of socio-economic status and how social class impacts life and learning in school.

14) Organizing the Upper Midwest (Cascade 11)  
Facilitator: Jamie Utt  
WPC attendees from the Dakotas, Iowa, Minnesota, Wisconsin, and the Upper Peninsula of Michigan will connect, share resources, and make actions plans for taking our WPC learnings back to our communities.
15) LGBT Accountability Discussion (Cascade 12)
Facilitator: Tre Wentling
Join us for a session that connects LGBT allies and advocates interested in creating accountability measures to dismantle privilege once we leave WPC and are in our home communities.

16) Understanding and Dismantling Privilege: WPC Journal Board Meeting (Cascade 7)
Facilitator: Abby Ferber
Members of the UDP Editorial Board are asked to join us at this time for our annual report and planning discussion.

17) Steps Towards a Less Classist Organization (Northwest 1)
Facilitator: Betsy Leondar-Wright
In this interactive workshop, participants will learn to identify classist policies and dynamics within their own organizations. No matter what their class background, current class, race or organizational rank, everyone will leave with concrete action steps for making their organization more welcoming and class-multicultural.

18) Talk About Class: Using Children's Books to Spark Conversations (Cascade 13)
Facilitator: Anne Sibley O'Brien
Socioeconomic class in the U.S. can be even harder to talk about than race, and the silences leave children absorbing unchallenged messages from the dominant culture. Depictions of economic realities in children's books offer the opportunity to engage children in discussion, to find out what they are thinking and to give them permission and language to voice their ideas and impressions. Lists of recommended titles (including racial diversity), tips for evaluating books, promising research using books to reduce prejudice, and other resources will be shared.

19) Want to be a Future Presenter/Facilitator to the WPC? (Olympic 3)
Facilitator: Robin DiAngelo
This discussion is designed to orient future presenters/facilitators to the unique format of workshops/ institutes at the WPC guided by its mission and goals. How is WPC unique and how should this inform a presenter /facilitator and WPC presentations generally? What unique challenges do WPC participants bring to WPC sessions? What might you do to tailor your presentation so as to facilitate the mission of WPC? What tools and resources will you deploy to create an environment that enhances the teacher-learner dynamic? These issues among others will be discussed.

20) Reclaiming Our Humanity by Reclaiming Our Neighborhood Schools (Northwest 2)
Facilitators: Cheryl Distaso and Marcy Clark
Five low-income, high-achieving, elementary and middle schools in Fort Collins, Colorado, were threatened to be closed in 2011, purportedly because of money. Three of these schools had the highest Latino populations in the district. Activists, parents, educators, and community members came together to fight for their schools and against the racism and classism inherent in the threatened closures. This interactive workshop will take participants through the experience of that successful struggle.

21) Interrupting White Privilege at WPC and Beyond: Reclaiming Humanity through Intervention and Reflection (Evergreen 4)
Facilitators: Christine Saxman and Mirah Carmichael
What do you do if you see white privilege asserting itself in discussions of systemic racism and its impact on economics? What do you do when someone shares that you’ve been asserting privilege in those conversations and you didn’t realize it? How does interrupting privilege translate into change? This workshop, facilitated by a Woman of Color and a White woman, will examine how to recognize privilege and how to interrupt it. We will examine the racialized similarities and differences in what it means to intervene as allies and how to receive feedback, focusing on the importance of the need for repair, compassion, humility, and mindful listening.

22) Multiracial Families Networking (Grand Ballroom)
Facilitators: Vanessa Roberts and Claudia Lewis
Come dialogue and network with participants who are members of multiracial families, and/or inter-racial relationships, etc. Connect the WPC experience with your own personal experience, brainstorm strategies we can take home with us, and create opportunities for ongoing networking and dialogue.

23) Financial Literacy Roundtable: Managing Your Money and Empowering Youth (Grand Ballroom)
Facilitator: Tyrone Cratic-Williams
We are faced with an alarming rate of financial illiteracy in America, especially among people of color and low-income households. This session focuses on the issues surrounding the lack of financial literacy in our communities and how this effects our youth. We will discuss several strategies adults can use to improve their own financial knowledge and how to translate that to our younger generation. Come join in these discussions and learn some valuable money management skills!

24) Public Schools Strategy Session: Integrating WPC Lessons into our Schools and Classrooms (Cascade 10)
Facilitator: Melia LaCour
Interested in learning how to create equity in educational outcomes? Teachers, administrators and school staff working in K-12 are invited to join this strategy session to share lessons learned from WPC and to discuss how these lessons can be integrated systemically to create equitable schools for all students. Join us for conversation, brainstorming, networking and strategizing in efforts to provide school staff with an action plan for change.

25) What does White Privilege have to do with God? Roundtable (Grand Ballroom)
Facilitators: Janice Domanik and Vanessa Julye
In 2010, a group of eleven Quakers following the lead of one person attended WPC for the first time. At the end of the conference we all agreed to double the number of Quakers attending WPC, and in 2011, our numbers increased to 60. How did we increase our numbers so dramatically? What is the impact we are looking for within Quakerism? Have we achieved it? How can our work support members of other churches?

26) Propose Your Own Session (Grand Ballroom)
Facilitators: Any Conference Attendee
The Grand Ballroom is available for attendees to propose their own sessions. There will be a poster board at the entrance to the Ballroom where anyone can propose a roundtable, regional networking session, or other topical session. If people want to continue a conversation begun in a previous workshop they may also choose to meet during this time. Each proposed session will be given a table number so that people may locate the session.
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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.

**Micro aggressions:** 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.
Strong Resources for Promoting Diversity and Social Justice

TALKING ABOUT RACE
Alleviating the Fear
Edited by Steven Grineski, Julie Landsman, and Robert Simmons
Foreword by Bill Ayers
Models how to talk openly and comfortably about race in the classroom
Paper, $29.95 | E-Book, $23.99 | April 2013

CULTIVATING SOCIAL JUSTICE TEACHERS
How Teacher Educators Have Helped Students Overcome Cognitive Bottlenecks and Learn Critical Social Justice Concepts
Edited by Paul C. Gorski, Nana Osei-Kofi, Jeff Sapp, and Kristien Zenkov
Foreword by David O. Stovall
“The authors are a model of what is needed if we are to change how teachers are prepared to teach in our diverse classrooms.”—Sonia Nieto
Paper, $27.50 | E-Book, $21.99

COLOR BY NUMBER
Understanding Racism Through Facts and Stats on Children
Art Munin
Foreword by Timothy A. Wise
I welcome this addition to the literature already extant on race and racism. It is long overdue.”—Tim Wise
Paper, $22.50 | E-Book, $17.99

THE NIGGER IN YOU
Challenging Dysfunctional Language, Engaging Leadership Moments
Dr. J. W. Wiley
Through personal stories, scholarship, poetry, commentary on current affairs, and his experiences as a Black man, Dr. Wiley leads us on a journey towards social justice, and empowers us to embrace our leadership moments
Paper, $21.00 | E-Book, $16.99 | June 2013

WHITE WOMEN GETTING REAL ABOUT RACE
Their Stories About What They Learned Teaching in Diverse Classrooms
Edited by Judith M. James and Nancy Peterson
Foreword by Julie Landsman
First-person stories by White women teachers on their struggles to be effective. “These White women show us how it can be done.”—Julie Landsman

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Wednesday, April 10

♦ 9:00 am – 5:00 pm: 1st Annual Black Male Think Tank (Northwest 2)
Advanced registration required. Box lunch pick up will be in the foyer area from 12:30 – 1:00 pm.

♦ 9:00 am – 5:00 pm: Institutes
Advanced registration required. Box lunch pick up will be in the foyer area from 12:30 – 1:00 pm.

1) White Privilege and Cross Racial Dynamics (Cascade 2)
Darlene Flynn and Robin DiAngelo

2) The Color of Empire / The Cost to Our Humanity: Dismantling White Privilege and Class Supremacy Using Cellular Wisdom (Cascade 9)
Heather Hackman

3) Navigating WPC 14 and Beyond: An Institute for People of Color (Cascade 8)
Robin Parker, Pamela Smith Chambers, and Jorge Zeballos

4) White on White: Communicating about Race and Financial Privilege Using Critical Humility (Northwest 1)
European-American Collaborative Challenging Whiteness

5) Train the Trainer: Helpful Tips for Facilitating Conversations on Race and White Privilege (Northwest 3)
Caprice D. Hollins

6) Being the Change: Examining Bias, Beliefs, and Behavior for Better Teaching (Cascade 6)
Debby Irving and Susan Naimark

7) Navigating Triggering Events: Critical Competencies for Facilitating Difficult Dialogues on Class and Race (Cascade 13)
Kathy Obear

8) Overcoming Classroom Resistance to Seeing Class Privilege: Using Student Memories to Awaken Awareness of Systemic Disadvantage and Advantage (Olympic 2)
Peggy McIntosh, Gail Cruise-Roberson, Emmy Howe, Jondou Chen, and Emily Jane Style

9) The Mis-Education of Nigger: The World’s Most Profitable Word (Cascade 11)
Marcellus Davis, Alexander Hines, and Kenneth Turner

10) Equity Literacy as a Framework for Social Justice in Schools (Cascade 7)
Paul C. Gorski

Maz Ali and Shakti Butler

12) Race and Class: How to use an Intersectional Approach in Undoing Institutionalized Racism (Olympic 1)
Mijo Lee and Kylie Gursky

13) YAP (Youth Action Project) Middle School Institute (Evergreen 1)

14) YAP (Youth Action Project) High School Institute (Cascade 12)
15) Beyond Diversity: An Introduction to Courageous Conversation and a Framework for Deinstitutionalizing Racism and Eliminating Racial Achievement Disparities – Day 1 (Olympic 3)
Glenn Singleton and Andrea Haynes Johnson

♦ 8:00 – 9:30 pm: Film Screenings

1) Ain’t Nothing Funny (Northwest 3)
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.
*Facilitator: Frederick James Preston
www.frederickpreston.com*

2) White: A Memoir in Color (Evergreen 1-2)
In this deeply personal and emotional exploration of racial identity, director Joel Katz shares his family’s journey as Joel and his wife enter the adoption process and are faced with the prospect of adopting a non-white child. *White: A Memoir in Color* chronicles Katz's quest to understand the difficult notion of identity as they select their preferred race for their adoptive baby, and become the parents of a mixed-race child. This film exposes the dimensions of race and prejudice in America’s multicultural society.
*Facilitators: Claudia Lewis and Vanessa Roberts
http://www.stirfryseminars.com*

3) Mr. Cao Goes to Washington (Evergreen 3-4)
Mr. Cao Goes to Washington follows the unexpected journey of New Orleans Republican Congressman Joseph Cao, an idealist navigating the racial politics of the American South and the ultra-partisan struggles in Washington DC. Will Cao make it through with his integrity and idealism intact?
*Facilitator: Andrea Rabinowitz and Sharon Gary-Smith
http://www.newday.com/films/mrcaogoestowashington.html*

4) Wo Ai Ni Mommy (Cascade 9-10)
From 2000-2008, China was the leading country for U.S. international adoptions. There are now approximately 70,000 Chinese children being raised in the United States. *Wo Ai Ni Mommy* explores what happens when an older Chinese girl is adopted into an American family. This film reveals the complicated gains and losses that are an inherent aspect of international, transracial adoption
*Facilitators: Barb Lee and John Palmer
http://www.woainimommy.com*

5) The Boy Game (Cascade 11)
The Boy Game is a 16 minute video and interactive website that targets bullying at its core - the culture of toughness and silence boys live by. Targets need to be protected, absolutely, but rather than vilify bullies, The Boy Game looks to unpack the complex dynamics that lead some boys to bully and the majority to stand watching in silent conflict. Michael Kimmel, Pulitzer Prize nominated author of *Manhood In America* says, "if the conversation about bullying is going to advance this is the project to help us advance it".
Facilitator: Tre Wentling
http://theboygame.org

6) American Promise (clips) (Cascade 13)
American Promise spans 13 years as Joe Brewster and Michele Stephenson, middle-class African American parents in Brooklyn, N.Y., document their son, Idris, and his best friend, Seun, who make their way through one of the most prestigious private schools in the country. Chronicling the boys’ divergent paths from kindergarten through high school graduation at Manhattan’s Dalton School, this documentary presents complicated truths about America’s struggle to come of age on issues of race, class and opportunity.
Facilitators: Jacob Swindell Sakoor, Nathan Josaphat, Olabanji Shoyombo, Sayeed Joseph, and Kamauru Johnson
http://www.americanpromise.org/find-a-screening.html

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

Give 14 for WPC 14! The WPC is a collective effort and our participants’ contributions take many forms—all equally valued: volunteer time, expertise and skills, and financial support. We hope that all participants can contribute to the financial health of WPC. Please help us grow our endowment fund to ensure our collective future. Look for your WPC pledge card and pledge what you can—any amount that is meaningful to you is truly appreciated! Whether it is $1.40 or $1400, it is your support we treasure!

$14.00 is the approximate cost of three Starbucks’ Lattes. Can you pledge to give up three Starbucks’ Lattes this year ($14.00)? How about three lattes a month ($14.00 x 12) = $168.00?

If half of all WPC attendees in Seattle pledge $14.00 a year for the next three years, we will raise $42,000! If half of all attendees pledge $168.00 per year for three years, we could raise $504,000!!! That is the power of collective giving.

Support Operation Lemonade: This year the volume of hate mail has exceeded that of previous years. Rather than allowing this hate-filled discourse to bring us down, we have decided to respond in a positive and proactive manner. With every lemon thrown our way, we will make lemonade. Join us in pledging to do something positive for every instance of hate mail (voice and email) or harassment targeting the Matrix Center and WPC through April 15. (UCCS campus police is documenting every incident.)

Ideas include pledging to: make a donation in any amount (even .10 cents) to the WPC, or volunteering 30 minutes of your time to an organization you care about, for every hateful instance. Be creative and join us in taking a stand against this hate. Email your pledge to: lemonade@uccs.edu (include name, address, phone number, and what you pledge to do per instance; if you choose to make a monetary donation, also note if you would like to put a cap on your contribution).

All monetary contributions will go into a new, dedicated accessibility fund for future WPCs, and our accessibility task force will make recommendations to the national team regarding procedures for disbursement, since this is an area where we recognize room for improvement.
Thursday, April 11

♦ 8:30 – 9:15 am: Opening Ceremonies and Announcements (Grand Ballroom)

♦ 9:15 – 10:15 am: Keynote I (Grand Ballroom)

Darrick Hamilton: The Color of Wealth: The persistent racial wealth gap and a bold policy to eliminate it
Despite the enormous and persistent racial wealth gap, the ascendant American narrative is one that proclaims that our society has transcended the racial divide. The narrative goes on to proclaim that the remaining racial disparities are due primarily to dysfunctional behavior on the part of blacks themselves. Hamilton offers evidence to dispel the conventional wisdom, and proposes a bold policy that could in about two or three generations go a long way towards eliminating the racial wealth gap.

Hamilton is an associate professor of economics and urban policy at The New School. He is a stratification economist, whose work focuses on the causes, consequences and remedies of racial and ethnic inequality in economic and health outcomes, which includes an examination of the intersection of identity, racism, colorism, and socioeconomic outcomes.

♦ 10:15 – 10:30 am: Special Performance by Jasiri X (Grand Ballroom)

Don't miss this special performance by Jasiri X as he debuts his new song Green Paper, White Faces!

Emcee and community activist Jasiri X is the creative force and artist behind the groundbreaking 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.

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

Approximately 100 workshops are being offered this year at WPC14. Workshop descriptions begin on page 31. Please refer to the workshop insert for specific workshop times and locations.

♦ 12:15 – 1:00: Lunch Pick Up (pick up your box lunch in the foyer areas throughout the meeting space)

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

♦ 2:45 – 3:45 pm: Keynote Address II (Grand Ballroom)

Paul C. Gorski: Consumerism as Racial Injustice: The MACRO-Aggressions that Make Me, and Maybe You, a Hypocrite
When Paul started to take stock of his own behaviors and how they might contribute, even if indirectly, to racial injustice, the only conclusion he could come to was this: he is a hypocrite, especially when it comes to consumerist behaviors. In this presentation Paul will talk about
consumerism as a series of MACRO-aggressions that feed racial and economic injustice in which nearly all of us, in one way or another, are complicit.

Gorski is the founder of EdChange. He also is an Associate Professor of Integrative Studies at George Mason University, where he recently co-designed a new undergraduate program and minor in Social Justice and Human Rights. He is passionate about the intersectionality of all forms of exploitation and liberation, and particularly enjoys working with schools, colleges, and universities that are committed to becoming more equitable and just. He lives in Virginia with his cats, Unity and Buster.

♦ 4:00 – 5:30 pm: Caucus Time
1) People of Color/Indigenous Caucus (Evergreen 1)
2) Bi-Racial/Mixed Heritage Caucus (Cascade 13)
3) White/Anti-Racist Caucus (Evergreen 4)
4) Need a Good Listener? (Olympic 1)

♦ 6:00 – 7:30 pm: Meet the Speakers and Host Team(s) Appreciation Reception (Grand Ballroom)
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. This event also provides an opportunity for us to honor the work of the local host team.

♦ 7:00 – 9:00 pm: YAP Open Mic (Maxi’s Lounge on the 14th Floor)
All shapes, sizes and styles are invited to attend this event; hosted by YAP Organizers, Wade Colwell-Sandoval of Funkamentalz and Jada Monica Drew of Africana CHANGE.

♦ 8:00 – 9:30 pm: Film Screenings
1) Cracking the Codes of Racial Inequity (Clips) (Northwest 3)
Why do racial inequities persist? World Trust’s latest film, Cracking the Codes of Racial Inequity illuminates the system that perpetuates racial inequity. Part 1 in this film series features powerful stories from leaders in the racial justice movement such as activists Tim Wise and Peggy McIntosh, spoken word artist Michael Benitez and educator and activist Joy DeGruy. Their stories link the internal worlds of bias, entitlement and oppression with the external components of relationships – interpersonal, institutional and structural. The dialogue that follows the film is organized as follows: a. history, culture and identity, b. internal process of privilege/oppression, and c. external relationships within and among institutions. Cracking the Codes is a powerful tool for change makers building capacity for engagement and action.
*Facilitator: Dr. Shakti Butler
http://world-trust.org/

2) We’re Not Broke (Clips) Closed Caption (Evergreen 1-2)
America is in the grip of a societal economic panic. Lawmakers cry “We’re Broke!” as they slash budgets, lay off schoolteachers, police, and firefighters, crumbling our country’s social fabric and leaving many Americans scrambling to survive. Meanwhile, multibillion-dollar American corporations like Exxon, Google and Bank of America are making record profits. We’re Not Broke tells the story of U.S. corporations dodging billions of dollars in income tax, and how seven fed-up Americans take their frustration to the streets…and vow to make the corporations pay their fair share.
3) If These Halls Could Talk (Clips) Transcript Available (Evergreen 3-4)
In 2010, Lee Mun Wah brought together eleven diverse college students from around the country to share their stories and life experiences. They discover and expose the complexity and anguish that accompany those experiences, while trying to be understood and validated in a predominantly white environment. Their stories are starkly emotional and the issues they provoke beg to be heard and confronted. If These Halls Talk, an exclusive film showing and diversity dialogue, reveals the truths underlying the festering silence on all of our campuses and provides the means to talk about our differences in an environment that is honest, receptive, and, eventually, transformative.
Facilitator: Julie Garza-Withers
http://www.stirfryseminars.com

4) Hoodwinked (Cascade 9-10)
Hoodwinked is an exploration of the most recent data being released by the US Census, DOJ, DOE, DOC and the CDC to highlight strides and achievements in the African American community. It features expert contributors, man on the street interviews, anchor desk headline reporting, to examine the symbiotic relationship between media, government and special interest, as they exploit imagery, statistics and data that too often presents a skewed perspective of the modern era African American experience.
Facilitators: Jonathon Fields
http://whatblackmenthink.com/hoodwinked/

5) Read Me Differently Closed Caption (Cascade 11)
Shock of recognition in social work school leads award-winning filmmaker Sarah Entine to explore how undiagnosed dyslexia and ADHD have impacted three generations in her family, starting with her own struggles. With surprising candor, vulnerability and even a touch of humor, Read Me Differently reveals the strain of misunderstood learning differences on family relationships. It is a unique film that will generate thoughtful discussion whether in a classroom setting, work environment or at home with family members and friends.
Facilitator: Dena Samuels
www.readmedifferently.com

6) Put Us on the Map (Cascade 13)
Fed up with a lack of queer visibility, twenty-six young people in Seattle’s eastside suburbs weave together this ground-breaking narrative of shifting identities and a quest for social change. From getting beat-up in a schoolyard to being picked up as a runaway, queer youth exercise courage daily. Put This on the Map is an intimate invitation into their stories of social isolation and violence, fearlessness and liberation. An award-winning 34-minute documentary, Put This on the Map is a tool for re-teaching gender and sexuality.
Facilitators: Charisse Bersamina and Cat Cunningham

*Denotes that the film’s director will be in attendance and leading the discussion
Vernā Myers, a high-profile diversity consultant and author of Moving Diversity Forward: How to Go from Well-Meaning to Well-Doing, knows first-hand that diversity in law firms, corporations and other majority-white organizations can be a difficult thing to comprehend and reform.

Inviting black people and others from historically underrepresented groups into predominantly white male organizations is not enough. Well-meaning white people have to be willing to gain new attitudes, awareness and skills to engage these individuals on the dance floor of inclusion.

Watch for Vernā ‘s new book to be released summer 2013 which expands on the learnings from her prior book, Moving Diversity Forward. Vernā writes a fresh, innovative, lively, digestible book designed to give readers immediate steps to activate their commitment to diversity and inclusion in their workplace and lives.

For more information on Vernā visit:
www.vernamyersconsulting.com
For more information on Moving Diversity Forward or the upcoming book visit:
www.movingdiversityforward.com
Follow us on Twitter: @vernamyers
Friday, April 12

♦ 8:30 – 9:15 am: Opening Ceremonies and Announcements (Grand Ballroom)

♦ 9:15 – 10:15 am: Keynote III (Grand Ballroom)

Betsy Leondar-Wright: What Anti-racists Stand to Gain from Greater Class Awareness
Anti-racist efforts are often weakened by professional-middle-class cultural practices, and sometimes even by outright classism. To mobilize more white working-class people against racism often requires changing our diversity practices and vocabulary and building more cross-class alliances. Strengthening the class component of race/class/gender intersections will pay off with a bigger and more diverse movement for social justice.

Leondar-Wright, PhD, is the Program Director at Class Action (www.classism.org). She is the author of "Class Matters: Cross-Class Alliance Building for Middle-ClassActivists" and co-author of "The Color of Wealth: The Story Behind the U.S. Racial Wealth Divide." A long-time economic justice advocate, she has led more than 100 workshops on classism and organizational class dynamics. She is currently turning her doctoral dissertation in sociology at Boston College into a book on how social justice activists from diverse classes approach group problems differently.

♦ 10:30 am – 12:00 pm: Concurrent Workshops #3

♦ 12:00 – 12:30 pm: Lunch Pick Up (pick up your box lunch in the foyer areas throughout the meeting space)

♦ 12:30 – 2:00 pm: Action Planning, Action Workshops and Networking Groups

*Descriptions available on pages 11-15.

1) Independent Schools Networking (Evergreen 1)
Singleton and Moore, Jr.

2) Indigenous Movement Solidarity (Evergreen 2)
Pearce, Tohe, and Abrahamson

3) What it Takes to Host WPC and the Impact of Hosting WPC in Your State (Evergreen 3)
Johnson and Harris

4) Sports Justice Roundtable (Grand Ballroom)
Modiano

5) The Role of Listening and Emotional Healing in Ending Racism and Economic Oppression (Cascade 2)
Noble

6) Where Social Justice and Social Media Collide (Cascade 3)
Dyson and Moulton

7) Sustaining a Culture of Inclusion at WPC: Exploring and Explaining Access (Cascade 4)
Ware, McNiven, Page, and Miller

8) Standing Up for Racial Justice (SURJ) Tristate Area (NY, NJ, Conn.) (Cascade 5)
Kremer
9) Standing Up for Racial Justice (SURJ) Action (Cascade 6) 
Silverman

10) Community Philanthropy: Investing Strategically, Giving by Design (Cascade 9) 
Lewis

11) Social Justice Fund's Giving Projects Roundtable (Grand Ballroom) 
Lee and Gursky

12) Networking for College Students (Olympic 1) 
Allred, Guled, and Velez

13) Teaching Race and Social Class: Developing a Curriculum, Grades 6-12 (Olympic 2) 
Denevi and Richards

14) Organizing the Upper Midwest (Cascade 11) 
Utt

15) LGBT Accountability Discussion (Cascade 12) 
Wentling

16) Understanding and Dismantling Privilege: WPC Journal Board Meeting (Cascade 7) 
Ferber

*For Members of the UDP Editorial Board

17) Steps Towards a Less Classist Organization (Northwest 1) 
Leondar-Wright

18) Talk about Class (Cascade 13) 
O'Brien

19) Want to be a Future Presenter/Facilitator to the WPC? (Olympic 3) 
DiAngelo

20) Reclaiming our Humanity by Reclaiming our Neighborhood Schools (Northwest 2) 
Distaso and Clark

21) Interrupting White Privilege at WPC and Beyond: Reclaiming Humanity through Intervention and Reflection (Evergreen 4) 
Saxman and Carmichael

22) Multiracial Families Networking (Grand Ballroom) 
Roberts and Lewis

23) Financial Literacy Roundtable: Managing Your Money and Empowering Youth (Grand Ballroom) 
Cratic-Williams

24) Public Schools Strategy Session: Integrating WPC Lessons into our Schools and Classrooms (Cascade 10) 
LaCour

25) What does White Privilege have to do with God? Roundtable (Grand Ballroom) 
Domanik and Julye
26) Propose Your Own Session (Grand Ballroom)
Any Conference Attendee

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

♦ 4:00 – 5:30 pm: Caucus Time
1) People of Color/Indigenous Caucus (Evergreen 1)  
2) Bi-Racial/Mixed Heritage Caucus (Cascade 13)  
3) White/Anti-Racist Caucus (Evergreen 4)  
4) Need a Good Listener? (Olympic 1)

♦ 5:30 – 7:00 pm: “Ce-Liberation” Dinner on Shabbat (Grand Ballroom) Advanced registration required.

♦ 7:15 – 8:15 pm: Keynote Address IV (Grand Ballroom)

Terrance Nelson - Mush-ko-dah-be-shik-ees (Little Buffalo): Being Held Hostage in North America
To face the many struggles that confront us, we must begin the process of examining our own conditioning. As John Howard Griffin wrote in Black Like Me: “We are all born blank. It’s the same for blacks or whites or any other shade of man. Your blanks have been filled in far differently from those of a child grown up in the filth and poverty of the ghetto.” “These characteristics don’t spring from whiteness or blackness, but from a man’s conditioning.” We will examine a number of examples of the struggles facing Indigenous North Americans at the intersections of racism, capitalism and environmental justice.

Born July 29th 1953, Nelson’s parents were Stanley Nelson and Marjorie Nelson, both now deceased. Stan and Marjorie were married many years and brought up nine children. Nelson said, “My parents worked hard all their lives, never were on welfare and brought us up to never feel sorry for ourselves.” Nelson has written five books: Genocide in Canada; Okijida: The Warrior Society; Anishinabe Aki: Sovereignty and Sovereign Immunity in Treaty One; The Tie Creek Study: Petroforms in the Whiteshell, and The Ojibway Moccasin Game. Nelson graduated from the University of Manitoba in 1980. Self taught in computer literacy and economics Nelson has also written and produced many political videos. Nelson is vice-chair of the Grand Governing Council of the American Indian Movement in Minneapolis and in Canada, he is spokesman of the Okijida Warrior Society. Nelson read Bury My Heart at Wounded Knee by Dee Brown at least six times and admits he admires the redemption of Malcolm X. Nelson is Ojibway, Lynx Clan, Mediwiwin, and has participated in the Sundance. Nelson was elected Chief of Roseau River Anishinabe First Nation five times. No longer Chief, Nelson is self-employed and in business.

♦ 8:30 – 10:00 pm: Film Screenings

1) The N!GGA Word (Northwest 3)
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.
*Facilitator: Dr. Eddie Moore, Jr.
www.eddiemoorejr.com
2) 40 Years Later: Now Can We Talk? Closed Caption (Evergreen 1-2)
40 Years Later: Now Can We Talk tells the story of the first African Americans to integrate the white high school in Batesville, Mississippi in 1967–69. A provocative and moving conversation emerges from separate discussions with African American alumni, white alumni, and a third dialogue that brings the two groups face-to-face.
http://store.tcpress.com/0807754544.shtml
*Facilitator: Lee Anne Bell

3) Austin Unbound Closed Caption (Evergreen 3-4)
Austin is deaf and transgender, but identifies as a straight man. He yearns to remove his breasts so he may stop binding and breathe freely. His journey is an inspiration to many, his self awareness, humor, and personality long recognized and honored in his community.
*Facilitator: Eliza Greenwood, Josie Krueger, and Daryl Miller
http://austinunbound.org/

4) More Than a Month (Cascade 9-10)
Should Black History Month be ended? That’s the question explored by African American filmmaker Shukree Hassan Tilghman as he embarks on a cross-country campaign to do just that. Both amusing and thought provoking, More Than a Month examines what the treatment of history tells us about race and power in contemporary America.
Facilitator: Katie Barthelow

5) Anne Braden: Southern Patriot (Cascade 11)
Anne Braden: Southern Patriot used the tools of personal and historical narrative to examine the power of a life transformed into a commitment to social justice while providing insight and reflection on some of the most contentious and pivotal events and ideas in twentieth century American history. The film explores the context for her actions as a white southern woman born in the 1920s and highlights what historian Jacquelyn Down hall and others have described as the “long civil rights movement,” an unfinished revolution that links issues of race with those of civil liberties, economic equity, gender, sexuality, peace and environmentalism.
Facilitator: Jessica Ronald
www.appalshop.org

6) The New Normal (TV Analysis) (Cascade 13)
Before this television sitcom about two gay men having a child through surrogacy even premiered there were protests to keep it off the air. Yet from the first episode, the “new normal” looked pretty much like the old normal-- wealth and white privilege make it possible to buy anything, including a child. At the same time, these privileges allow one to make a joke out of anything seemingly out of the norm such as teen pregnancy, class disparity, racism, sexism and gender variance. This television show highlights the mainstreaming of LGBTQ identity and the divisive backlash that can occur when we focus solely on reproducing an upper middle class version of marriage and parenting as the platform for social equity. View an episode of The New Normal and discuss the internal debates within LGBTQ community organizing that address intersections of sexual orientation, gender, class and race.
Facilitators: Jessica Lawless and Kerianne Smith

*Denotes that the film’s director will be in attendance and leading the discussion
Understanding White Privilege
Creating Pathways to Authentic Relationships Across Race
Frances Kendall
Series: Teaching/Learning Social Justice
Understanding White Privilege delves into the complex interplay between race, power, and privilege in both organizations and private life.
December 2012
Pb: 978-0-415-87427-4

Promoting Diversity and Social Justice
Educating People from Privileged Groups
Diane J. Goodman
Series: Teaching/Learning Social Justice
Promoting Diversity and Social Justice gives theory, perspectives, and strategies that are useful for working with adults from privileged groups on diversity and social justice issues.
March 2011
Pb: 978-0-415-87288-1

Deconstructing Privilege
Teaching and Learning as Allies in the Classroom
Edited by Kim Case
This edited collection explores best practices for effective teaching and learning about various forms of systemic group privilege, and looks at all aspects of assent, including that based on race, gender and class.
June 2013
Pb: 978-0-415-64146-3

Case Studies on Diversity and Social Justice Education
Paul Gorski, George Mason University, USA and Seema G. Pothini, Educational Equity and Diversity Consultant
Case Studies on Diversity and Social Justice Education offers pre and in-service educators a range of authentic case studies related to educational equity and social justice.
October 2013
Pb: 978-0-415-65825-6

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Saturday, April 13

♦ 8:30 – 9:15 am: Opening Ceremonies and Announcements (Grand Ballroom)

♦ 9:15 – 10:00 am: Keynote V (Grand Ballroom)

Jacob Swindell Sakoor: Magnifying the Green

In the USA the topic of money is one that's often focused on the elders in our society. However this should not be the case since young adults are the future of our society. No longer can we as a society dismiss giving our young adults the proper financial tools to make the right decision. Swindell Sakoor will discuss the often overlooked relationship between young adults (13-22) and money. He will discuss topics such as: credit card debt, ageism, and his own flawed relationship with money. The time to think differently is now.

Swindell-Sakoor was born on January 1, 1997 in Brooklyn, New York. From a very young age he developed a keen interest in the world around him. His thirst for knowledge has helped him research many topics that interest him and apply this to his studies. He is currently a 10th grader at Brooklyn Friends School and an active member of his school community and has a wide range of talents; he is a Merit Scholar, student ambassador, principal player in the school orchestra, diversity leader, and active Model UN participant. As he became more aware of the world around him through his experience as a young black male, it led him to want to create a space for the youth in his school community to discuss issues that they face on a daily basis. As an eighth grader, he created a successful group entitled ‘People for People’. This group allowed middle school students to congregate during lunch-time and discuss equity issues. Outside of school, he has become involved in diversity and anti-racist issues by participating on WPC’s Youth Advisory Board. He credits his family and his upbringing for the impeccable work ethic that he has developed. He is an aspiring music artist and producer and hopes that one day all students of color will have access to quality education that includes having access to the resources necessary to make this a reality. A young Brooklyn kid with swagga and an extensive vocabulary, he is ecstatic to deliver his first keynote address on the topic of Youth and Money. He would like to give a special shout out to his parents Orinthia and Mohammed, his older brother Shareef and most especially to his grandmother, the late Edna Swindell. They have all been great inspirations for him!

♦ 10:00 – 10:20 am: Special Acknowledgements (Grand Ballroom)

♦ 10:30 am – 4:00 pm: Institutes (Advanced Registration Required. If you wish to attend an institute, stop by the Information Desk)

1) A Cost Beyond Measure: Critically Examining the Race and Class Components of Climate Change (Maxi’s Salon, 14th Floor)
Heather Hackman

2) Exploring Class, Classism and Race Intersections in Our Lives and Organizations (Cascade 2)
Alan Preston, Anita Morales, and Betsy Leondar-Wright

3) The Cost of Internalized Oppression, No One Escapes (Cascade 3)
Penny Rosenwasser, Brent Reeves, Warren Blumenfeld, and Taj Johns

4) Building A Culture of Civility - Preventing and Responding to Identity-Based Bullying in Schools (Mount Ranier, 14th Floor)
Jamie Utt

5) Transforming Organizations: Internalizing Racial Equity (Cascade 5)
Maggie Potapchuk and Gita Gulati-Partee

6) Where Are All The White People?: Strategies for Engaging White People in Racial Justice (Cascade 4)
Dara Silverman, Scott Winn, and Amanda Aguilar Shank

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

♦ 12:00 – 12:30 pm: Lunch Pick Up (pick up your box lunch in the foyer area throughout the meeting space)

♦ 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 (Grand Ballroom)
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 (Evergreen 1)
2) Bi-Racial/Mixed Heritage Caucus (Cascade 13)
3) White/Anti-Racist Caucus (Evergreen 4)
4) Need a Good Listener? (Olympic 1)

♦ 7:00 – 8:00 pm: Talk to Us (Olympic 3)
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 WPC Presenters!

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

Please join us in a special Thank You to everyone who has dedicated their time and expertise at WPC14.
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- Keynotes and conference presentations

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Stay Connected with the WPC and the Matrix Center All Year!

The Knapsack Institute: Transforming Teaching and Learning: June 9-11, 2013, 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: your weekly connection to the WPC and the Matrix Center. Mondays, 4pm – 4:30pm EST, Dr. Eddie Moore Jr. and Daryl Miller interview activists and scholars about their work and current events. Previous shows are available as podcasts. Listen online: www.blogtalkradio.com/intersectionsradio Find us on Facebook at got privilege?

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. ADD OTHERS?

The 15th Annual White Privilege Conference: WPC15 will be in Madison, WI.

2013 Pedagogy of Privilege Conference
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Keynote Speakers

Dean Spade, JD
Seattle University & Founder of Sylvia Rivera Law Project

Alexis Pauline Gumbs, PhD
Brilliance Remastered, Mobile Homecoming Project, & Eternal Summer of the Black Feminist Mind

Eddie Moore, Jr., PhD
Director of Diversity with the Brooklyn Friends School and founder of the White Privilege Conference

For more information and registration visit the website at http://portfolio.du.edu/pedagogy_of_privilege or email privilege.conference@du.edu

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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.

WPC14 WORKSHOPS

This year, WPC will offer approximately 100 workshops facilitated by over 130 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.

A Different Drummer: Using Multiple Ways of Knowing to Explore Thoughts and Feelings about Our Relationship to Race, Racism and Privilege (All Levels)
Facilitators: European-American Collaborative Challenging Whiteness (ECCW) and Taj Johns
This workshop helps participants explore how multiple ways of knowing can illuminate thoughts and feelings that we might not know we have. We explore how expressive ways of knowing — such as clay sculpting, image making, music, movement —can lead to new insights about our relationship to race, racism and financial privilege. How do these different processes for knowing help us understand ourselves, our communities and our relationships to the world?

A Forum on History, Race, Power and Economics (All Levels)
Facilitator: Shakti Butler
This session is an exploration of the historical relationships that continue to influence and impact how power and economics are embedded in a system that perpetuates racial disparities in the United States. What do we need to recognize and articulate from our past that can help us speak more fully to
the continued churning out of economic/social barriers that challenge both the marginalized and mainstream? How do we envision and embrace the possibilities of a sustainable future that is embedded in a love for justice?

**Active Listening, Human Value, and Solidarity: How to Counter Classism in Everyday Language (All Levels)**

**Facilitators: Pippi Kessler and Eli Schmitt**

While we fight inequality by trying to make systemic change, we can also bring anti-oppression principles into our daily lives. This workshop offers concrete verbal and non-verbal techniques that work immediately to address power differentials and convey value and visibility to all people. Whether you’re a teacher, student, or activist, you’ll learn how to improve your interpersonal and group effectiveness in order to build strong relationships, powerful coalitions, and equitable communities.

**Adultism and White Privilege: Youth Mentorship that Rocks! (All Levels)**

**Facilitators: Tarah Fleming and Lizette Dolan**

Adult Allies will examine how adultism and white privilege can create barriers in mentoring our youth today. We will inspire each other with our stories, self-reflections and best ways to create spaces that support authentic youth leadership. Together we will revisit and re-energize our skills to better guide and nurture youth voices. This workshop will provide opportunities to connect with other Adult Allies around the country and introduce the innovative framework of the Youth Action Project at the White Privilege Conference, now in its 5th successful year. *Open to all interest adults and highly recommended to participating mentors in this year’s Youth Action Project.*

**Antiracism, Spirituality, and Socioeconomic Status: Acknowledging and Holding Tensions (Advanced)**

**Facilitator: Shelly Tochluk**

How do spiritual values and principles align with those of an antiracist practice? Are they mutually supportive? Where might contradictions appear to exist? How does one hold the tension when a spiritual community’s ideals appear disconnected from the values and expectations of an anti-racist community? How is the experience different for white people and people of color? How is the experience influenced by socioeconomic status and access to economic wealth? This workshop invites participants to discuss the questions posed above while considering how they relate to issues such as accountability, truth, reconciliation, cultural appropriation, transcendence, ancestral memory, and wholeness.

**BAMBOOZLED: How Internalized Oppression is FUBU (All Levels)**

**Facilitator: Brent W. Reeves**

This presentation is designed to bring awareness to adults and college/high school level students of the destructiveness that occurs within the Black community and how white privilege can help dismantle it. With that awareness, people will be equipped to become allies and change behaviors and attitudes of others whom they may come in contact with throughout their lives. This will be a very powerful presentation for those who are familiar with internalized oppression or not!

**Bangladesh, Polar Bears, and You: Understanding and Organizing around the Race and Class Dynamics of Climate Change (Beginner)**

**Facilitators: Stephanie Puentes and Heather Hackman**

Global Climate Change is more than just an environmental issue; it is an issue of social justice, resting at the intersection of race and class. In this workshop participants will learn the basic concepts and terminology of sustainability and climate change. Through activities and discussion we will explore our own behaviors and examine the role privilege plays in the climate crisis.
Black Wallstreet: The Genocide, Gentrification, & Urban Cleansing of Prominent Economic Cities and Townships of the U.S. from 1900-2013 (All Levels)
Facilitator: Jada Monica Drew
This workshop will inform participants of how prominent towns and cities such as Wilmington, NC, Atlanta, GA, Brooklyn, NY, Tulsa, OK, Durham, NC, New Orleans, LA have been stripped of economic and human resources due to cyclic governmental ethnic cleansing. Participants will be challenged to rethink the national ‘white’ phenomenon of globalization and community revitalization and leave with action steps to end white supremacy's deadly force on the Black community.

Beyond Diversity Training: Introducing a Model for Economically and Racially Equitable Organizational Transformation (All Levels)
Facilitators: Joy Bailey and Robette Dias
In order to create an inclusive and just society, institutions must be examined for the ways they perpetuate oppression based on race, economic class and other socially constructed identities. Crossroads trains Transformation Teams inside institutions to expose oppressive structures and practices and to develop strategic plans that promote racial equity. In this workshop you will learn about our model of creating Transformation Teams.

Cashing in on Skin – Get it Light, Get it Right! (All Levels)
Facilitator: Vanessa Roberts
This workshop maps the complicated connections between American 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, a phenomenon this workshop seeks to investigate and unpack. By unpacking our history we are in a better position to understand it and positively effect change for the future.

Christianity and Sexual Orientation: Reclaiming Our Humanity (All Levels)
Facilitator: Sam Offer
Many people struggle with how to navigate the tough conversation at the intersections of Christianity and Sexual Orientation/Gender Identity. This struggle has cost many faith communities and individuals, not only financially, but also it has taken a toll on our humanity. This session will help participants reclaiming humanity at the intersection of Christianity and Sexual Orientation.

Class Dismissed!: Privileged Intersections for White People Who Need to Think About Class (Intermediate-Advanced)
Facilitator: Frances Kendall and Lisa Albrecht
In this interactive workshop, we will ask participants to look at the essential and interconnected parts of racism and classism, and how white privilege and class privilege (or lack of privilege) operate together. We will assume that participants have a good understanding of white privilege and have chosen this workshop to explore the complicated dynamics that are involved when we seriously consider how class has shaped our lives.

Connecting Youth and Adults in Social Justice (All Levels)
Facilitators: Sydney Pollack, Rachel Samuels and Jacob Swindell Sakoor
Join three 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!

Creating Social Justice in Organizations: Dismantling Institutionalized Classism and Racism Part 1 and Part 2 (Intermediate)
Facilitators: Kathy Obear and Jamie Washington

This is a 2-part session. Well-intended diversity initiatives often fall short of desired outcomes. While increasing awareness, most don’t create significant, sustainable organizational change ~ much less dismantle the institutionalized classism and 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.

Deafness and Disability: A Shared Perspective on Understanding Difference (Beginner)
Facilitators: Lisa McNiven and Linda Ware

In this presentation, an overview of the intersection of disability studies and deaf studies will be presented. These two fields of academic study have yet to be mined for their application to understanding human difference as other than problem. This workshop will point to the relevance of both as valuable tools for understanding humanity in all of its richness.

Deconstructing Democracies: Decision-Making Structures and Their Potential Re-manifestation of Power and Privilege (Advanced)
Facilitator: Ilana Morris

Movements, organizations and groups all utilize a number of decision-making processes to achieve (or not achieve) democratic order. Within the context of a society based in white supremacy and privilege, this workshop will explore the ways that racism, classism, sexism, ableism and all forms of oppression are re-manifested and recreated through 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 dollars and resources are distributed. We will explore these decision-making structures and collectively deconstruct how power and privilege (both directly and indirectly) lead to outcomes that either support or reject the status quo of oppression and hierarchy – and ultimately offer decision-making tools for anti-racist outcomes, equity and social justice.

Defending Oppression: The Mirrorball of Spending Patterns and White Privilege (Beginner-Intermediate)
Facilitators: JLove Calderon and Inga Muscio

Through facilitated dialogue, case studies, and analyzing your own spending patterns, this workshop will help shed light on the collusion of white privilege and money, and offer concrete practices and models to spend towards justice, not oppression. Come ready to dig deep in your mind in ways that will affect your pocket!

Dialogue Using a Dual Language Model: An excerpt from Reclaiming our Humanity will be our shared text (Intermediate)
Facilitators: Theressa Leneear, Sharon Cronin, and Susan Fleming

This session will invite participants to explore the "three legged stool of social development," social of social, environmental and economics. Our shared text for our analysis and dialogue on the conference theme will be an excerpt from "Reclaiming our Humanity" an excerpt from a paper which is the first step of articulating a social vision for Canada. The session will be conducted in a dual language framework (Spanish/English) with simultaneous translation provided. First language Spanish speakers are encouraged to participate in their first language.

Does Money have an Intersectional Identity? (All Levels)
Facilitators: Rhea V. Almeida and Lisa Dressner

This workshop will provide a brief history of the past themes of WPC conferences emphasizing the color of money. Class as the major foundation of structural violence will be addressed through a close
up view of major institutions that children, families and communities inhabit throughout their lifecycle; institutions such as schools, recreational parks and facilities, medical and pharmaceutical industries, juvenile justice systems and the prison industrial complex. Participants will engage in dialogue, reflection and strategies for social action.

**Ending Internalized Racism and Economic Oppression: Listening and Emotional Healing as a Tool (All Levels)**

**UER Facilitators: Rachel Noble and Shelley Macy**

RACISM NOT ONLY ENFORCES OPPRESSION ON PEOPLE TARGETED BY IT, it also leaves us to compete against one another in our own communities, to doubt our own goodness and strength, to struggle when it comes to supporting each other or our allies, and to collude with supporting an oppressive economic system. We are set up to believe that there is not enough and we have to fight with one another for the scraps of economic and other resources and to see each other as the problem. We are not to be blamed for these difficulties, and these difficulties are not reflective of our hopes, our goals, or our intelligence. This workshop introduces the strategies of listening and putting attention on these challenges through the tools of Re-evaluation Counseling as a method for enhancing our liberation.

**Engaging White People in the Fight for Racial & Economic Justice (All Levels)**

**Facilitators: Dara Silverman and Sean O'Neill**

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. Class is one of the key divisions used to divide white people from alliances with communities of color. In this workshop, we will focus on our work in Seattle 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 the poor.

**ESPNdustrial Complex - Behind Sports Media's Bottom Line (All Levels)**

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

When Sara Ganim, a 24-year old small-paper journalist, broke the Penn State Child Sex Scandal in March 2011, her explosive report was widely ignored and uninvestigated by corporate sports media for the next seven months. How could this happen? Sports media -- led by ESPN's 40 billion dollar empire -- promotes a system of white male privilege that routinely protects the power of owners and corporate partners, criminalizes athletes of color, and renders women athletes invisible unless the uniform is a bikini. Is it about black, white or green? Is it true that "women can't sell"? What's the social impact relative to our educational and criminal justice systems? In this myth-busting session, participants will be asked to evaluate provocative sports imagery, "guesstimate" what really sells and what doesn't, and acquire a deeper understanding of sports media’s invisible oppression. After the workshop, all participants will leave with resources and strategies to actively challenge inequality in sports media and incorporate sports as a vehicle to address broader social issues within their curriculum.

**Examining White Privilege and Economics in the Elementary Classroom (Beginner-Intermediate)**

**Facilitators: Rosemary Colt and Diana Reeves**

In this interactive workshop, we examine ways to develop curriculum that allows children to construct an understanding of how race, privilege, and economics are connected. We show ways to examine how differences in economic wealth impact families' activities and quality of life. 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.

**Exploring the Intersectionality of Race and Class in our Lives (Intermediate)**
Facilitators: Diane Goodman and Natasha Aruliah
Increasingly, people are examining how the interplay of our various social identities affect our lives. This workshop will particularly focus on race and class. How does the intersectionality of our race and class mutually shape our identities and lived experiences? How does it affect our experiences of privilege and oppression? How does it influence our work for social justice? This experiential workshop will allow participants to explore these and other questions.

Facilitating Privileged Group Caucuses on Class and Race: Challenges, Dilemmas, and Best Practices (Intermediate)
Facilitators: Kathy Obear and Beth Yohe
Facilitating caucuses for members of privileged groups around issues of class and/or race takes significant skill, self awareness, patience, and humility. Too often well-intentioned practitioners and educators lead these sessions without a strong theoretical framework or a clear destination and without having done the necessary self-work. Mismanaged privileged group caucuses increases the chance that participants will leave with even greater frustration, anger, and hardened stereotypes. Come discuss best practices and strategies for facilitating these potentially powerful dialogues.

Fair Funding for Public Schools: How do White Mothers of Bi/multiracial Students Help or Hurt? (All Levels)
Facilitator: Jennifer Chandler
This workshop is specifically designed for White mothers of bi/multiracial daughters and sons only. Information from the Second Edition of the National Report Card on public school funding, titled “Is School Funding Fair?” serves as the backdrop for discussions about actions across the nation regarding fair funding of public schools. How are our efforts at the local level impacting the fairness of funding? What are we doing that helps and what are we doing that hurts?

Follow the White Supremacist Money: Education Funding as Perpetuator of White Privilege; How Educators Can Work to Change This (All Levels)
Facilitators: Julie Landsman and Steve Grineski
The workshop will be a chance for participants to explore deep reasons for financial inequities in school funding. It will present information on the causes for the perpetuation of racist and classist institutions. The majority of time will be spent in group discussion, reflecting on participants' experiences and creating suggestions for how students and teachers can actively work for social justice in school funding and resources.

For the Love of Money: The Commercialization of Asian American Stereotypes (Beginner-Intermediate)
Facilitator: John D. Palmer
Asian-Americans have been depicted by the popular media and leading politicians as the “model minority” due primarily to stereotypical beliefs concerning their economic and educational achievements and reluctance to speak out against racism and discrimination. This workshop then attempts to disclose the harmful effects and misnomers of the model minority stereotype. The conclusion offers suggestions to the audience on how to overcome stereotypes in their lives.

Funding the Movement (Beginner-Intermediate)
Facilitators: Mijo Lee and Kylie Gursky
A cross-class panel of donors and activists from Resource Generation and Social Justice Fund NW will explain how they move money towards social change and will lead a lively discussion designed to give you tools to assist your giving strategy. Participants will explore how their values and experiences guide their giving and what models are available to them in funding advocacy and systems-change approaches.
Got Dollars? International Students’ financial investment in US education and their inclusion or exclusion in the culture of their schools (All Levels)  
Facilitator: Tiffany Taylor Smith  
International students contribute over $22.7 billion to the U.S. economy, through their expenditures on tuition and living expenses, according to the U.S. Department of Commerce. The most recent demographic data confirms the majority of students come from China, India and South Korea. As the number of international students’ increase, by 7% each year, are schools embracing the cultural dynamics or is it business as usual with students left to navigate US culture on their own? Come hear the latest statistics and best practices of colleges, day and boarding schools. Is your school considering increasing your international student enrollment or do you want to explore ways to improve your campus culture including international students? If so, this workshop is for you. Participants will have an opportunity to map out the best approach for their institution and learn what works best.

Hair Me Out! (All Levels)  
Facilitator: Derrick Gay  
Intentionally inclusive and non-judgmental, this workshop deconstructs hair to explore the intersection of identity 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 to heighten awareness, adding an additional lens when considering multiple perspectives and ultimately impacting subsequent behavior.

How Mascots Matter: Reflections on Race, Power, and Education (All Levels)  
Facilitator: C. Richard King  
This workshop offers an overview of the history and significance of Native American Mascots. It explores the origins and evolution of the use of Indianness by schools and sports teams, connecting them to a deep history of appropriation, exclusion, and exploitation. It unpacks historic and lingering stereotypes that make such imagery meaningful to fans, students, and communities. It also details long standing opposition to American Indian mascots, changing practices and policies, and efforts to retain and even rehabilitate them. Throughout attention will be directed at issues of racism, colonialism, and privilege, particularly in educational contexts, and what the controversy around such mascots tells us about race, power, and society in the USA today.

How Do We Talk About Class? (Beginner-Intermediate)  
Facilitators: Beth Yohe and Tanya Williams  
In workshops about privilege, people often avoid talking about class or insist that they don’t have class privilege because they are “middle class.” This interactive session will ask participants to address this very issue and share strategies for bringing class into the conversation. Focusing on facilitation skills, this session will include tools for reframing participants’ resistance to owning their (class) privilege and an opportunity to discuss specific facilitation challenges.

Humanizing the Educational Process Despite the Inherent Inequities (All Levels)  
Facilitator: JuanCarlos Arauz  
There is and has been an unequal system of schooling consisting of private and public schools. These two systems acknowledges that the public one is not satisfactory and that those with financial resources can attend the private schools. In addition, funding for public schools is inequitable disproportionately impacts students of color. The reclaiming of our humanity requires highlighting the strengths of historically marginalized students of color. Participants will gain tools to identify these power dynamics and to translate one’s personal experience that we identify as lenses of Cultural Resiliency. We will demonstrate how cultural resiliency can be viewed in an academic context of 21st century competencies. We address the strengths of diversity utilizing these student experiences as the central point to develop a new framework for educational excellence.
Hypocrisy, Macro-Aggressions, and Consumerist Racism: A Follow-Up Conversation (All Levels)
Facilitator: Paul C. Gorski
Following up on his keynote address on the racist and macro-aggressive hypocrisies of consumer culture, and our complicity with that culture, this is an open-ended opportunity to dig further into a wide range of issues. These might include links between racism and everything from eating factory farmed meat to purchasing certain types of clothes to drinking beverages in plastic bottles. We also will discuss how to incorporate attention to macro-aggressions into our anti-racism work.

“I Don’t Understand Why They’re Still Upset?”: A Tool to Support Dialogue about Race, Funding, and the Sabotaging of Diversity/Equity Initiatives in Schools (Intermediate)
Facilitator: Shelly Tochluk
What do we fail to see? It is extraordinary how challenging it can be for well-intentioned white teachers and administrators to notice and effectively interrupt white privilege in our schools. Through small and large group discussion, this workshop invites participants to discuss a tool (scene study) that can be used to explore the way white privilege, guilt, and internalized superiority interact and lead to funding decisions that sabotage equity and inclusion efforts on a school campus. Participants will consider the impacts these patterns have on a school community and generate potential action steps that might support shifting the dynamics and outcomes. The scene study utilized within this workshop is part of a set of scenarios offered for free download at www.witnessingwhiteness.com that address a range of school-related manifestations of white privilege.

If These Halls Could Talk: Using Film to Intersect Social Class with White Privilege (Intermediate)
Facilitator: Julie Garza-Withers
In this workshop, we will discuss how social class “works” in institutions and the role of class in ongoing racial oppression and white supremacy. How do institutional perceptions, white privilege, and notions about who is poor and who is not affect equity and access? Using film clips and discussion, we will identify and evaluate how class affects the everyday experiences of college students.

In the Black, but Out of the Game (All Levels)
Facilitator: Robert Greene
The recession has had a disproportionate impact on People of Color, erasing gains of the past fifty years and plunging many back into generational poverty. Workshop participants will critically analyze economic marginalization; examine the latest data on wealth disparities in America; unpack the culture of wealth across differences in SES, race, ethnicity, and geography; and weigh innovative strategies to mitigate economic disparity and spur economic empowerment in communities of color.

In the Shadow of Chief Seattle: Reclaiming Environmentalism from the Ghosts of White Settlement (Beginner-Intermediate)
Facilitator: Robert Jackson-Paton
Chief Seattle’s words that we are a part of the Earth are seen in many places extolling the virtues of an ecological mindset countering materialism and a culture based on monetary gain. But what shadows of White conquest are forgotten by the environmental movement? We will experience a few aspects of this story including Chief Seattle’s famous speech, how environmentalism neglects to account for settlement privilege and the resulting accumulation of wealth.

Interrupting White Privilege at WPC and Beyond: Reclaiming Humanity through Intervention and Reflection (All Levels)
Facilitators: Christine Saxman and Mirah Carmichael
What do you do if you see white privilege asserting itself in discussions of systemic racism and its impact on economics? What do you do when someone shares that you’ve been asserting privilege in
those conversations and you didn’t realize it? How does interrupting privilege translate into change?
This workshop, facilitated by a Woman of Color and a White woman, will examine how to recognize
privilege and how to interrupt it. We will examine the racialized similarities and differences in what it
means to intervene as allies and how to receive feedback, focusing on the importance of the need for
repair, compassion, humility, and mindful listening.

**Jews, Class, Race and Power: How it’s All Connected (Beginner-Intermediate)**
**Facilitators: Dara Silverman, Paul Kivel, and Becka Tilsen**
In this workshop, participants will learn some of the history of Jews, the particular position Jews have
played/ been used to reinforce the power structure/capitalism, and the deep connection Jews have to
social justice work.

**Last Gasp of the Great White Male or Has Privilege Pulled Us Into the Vortex Already? (All Levels)**
**Facilitator: Jody Alyn**
In 2012, demographics made the difference we’d long said they would. But what kind of a difference
will this really be? Extraordinarily well-funded social change strategies over the past three decades
have ensured that white supremacy, white privilege and other forms of oppression continue to shape all
our thinking - about each other, ourselves and the world we share. In this workshop, we will briefly
examine these strategies and move quickly to think about thinking: what influences us, what limits us,
how do our brains and biases work together and what we can do about it. We will discover how to
reclaim our capacity for authentic, reflective thought and evaluate courses of action that are fit for the
future.

**Liberty and Justice for Some: Concentration Camps USA (All Levels)**
**Panelists: Mary Matsuda Gruenewald, Yosh Nakagawa, Mako Nakagawa, and Larry Matsuda**
**Moderator: Stan Shiluma**
This workshop introduces a panel of Japanese American citizens who were among the 120,000 people
who were unconstitutionally incarcerated into American concentration camps during World War II. The
participants will share their stories that go beyond the historical and economic losses and deal with the
Human costs that persist to this day. This is a rare opportunity to hear stories from primary sources
who will speak their often unspoken truths about this painful episode of history. The stories you will
hear will be from the memories of the former prisoners, from their own perspectives, with their own
words, and with their own integrity.

**Listening is Power: Listen and Grow Rich (Beginner-Intermediate)**
**Facilitator: John Igwebuike**
Marketers have long known the silent but poignant truth: listening is power! Madison Avenue (that is,
the advertising industry) spends hundreds of billions of dollars annually crafting creative radio jingles,
television commercials, Youtube video ads, catchy jingles, sound bytes, viral messages, etc. to spur
spending and impulse buying without concern for payments (fees, interests, and late penalties). Yet,
many of these commercial messages rely on consumer’s “hearing” the message, not “listening” to the
message. Hearing and listening are distinct entities. Where hearing is more automatic and passing,
effective listening is a more critical, engaged, and active process. Furthermore, of the major
communication modes (reading, writing, speaking, listening), the mode of listening is least understood
and least emphasized. To the end, this workshop tunes into the power of effective listening in the
humanity-reclamation-movement. Participative exercises are used (i.e., case studies, critical inquiry,
dialog, dyads, maimetics, team building, etc.) focused on pointing up the power of listening. Only by
listening--not just hearing--effectively to these messages of mass distraction (spending and
consumerism), can we respond effectively and reclaim our humanity!
Locating Our Selves Amidst the Wealth: Creative Approaches to Intersectionality for Personal and Social Transformation (Beginner-Intermediate)
Facilitators: Robert Jackson-Paton and Susan Rahman
This experiential session will question the color of money by integrating intersectionality and self-reflection toward practices of transformation in order to reclaim our full humanity. The presenters will offer their varied experiences with settlement in the United States and Palestine as examples of dehumanization and necessary decolonization. Intersectionality will be offered as an attempt to identify how differing components such as race, class, gender, and place are conditions of wealth accumulation. Opening up honest dialogue about intersectionality provides a map toward reclaiming our full humanity (decolonization) and understanding the color of money. The expressive arts will be utilized in order to assist in unpacking a solely rational approach to social justice. Emphasis will be made connecting inner (self) awareness and external (other) social transformation.

Managing Your Money and Empowering Youth (All Levels)
Facilitator: Tyrone Cratic Williams
We are faced with an alarming rate of financial illiteracy in America, especially among people of color and low-income households. This session focuses on the issues surrounding the lack of financial literacy in our communities and how this effects our youth. We will discuss several strategies adults can use to improve their own financial knowledge and how to translate that to our younger generation. Come join in these discussions and learn some valuable money management skills!

Market Madness: Rhetoric and Reality about Capitalism and Corporations (Beginner-Intermediate)
Facilitator: Robert Jensen
A sensible discussion of social/economic class requires an honest examination of the economic system (capitalism) and the dominant institution in that system (the corporation). The first step is to demonstrate how a set of assumptions and assertions about markets have come to dominate not only the economy but the entire U.S. society. In this workshop, Jensen will offer a critique of capitalism and corporations.

Media's Obsession with the Color of Money: Selling the Same Asian American Stereotypes Year After Year After (Beginner-Intermediate)
Facilitator: John D. Palmer
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 the facilitator’s life as a Corean Adopted American growing up in a predominantly white and culturally white environment, John 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.

Money, Class, and Multiracialism: The Intersectionality of White Privilege and Racial Microaggressions In the Black-White Mixed-Race Experience (All Levels)
Facilitator: Claire Anne ("Daanee") Touchstone
This presentation examines the relationship between money and social class (as racialized components) and White privilege in the experiences of multiracial people. Looking at interracial marriage combinations and implicit racial hierarchy in the United States, this workshop specifically reflects on how Black-White multiracial people receive racial microaggressions based on the perceived wealth (or lack thereof) and social class standing due to their parents’ racial combinations.

My Class Didn’t Trump My Race: Using Oppressed Identities to Face White Privilege (All Levels)
Facilitator: Robin DiAngelo
For whites that experience oppression in other aspects of identity such as class, ability, religion, and sexuality, it can be difficult to center a privileged identity. This workshop will overview the concept of
intersectionality and use an exercise to engage participants in a personal analysis of how patterns of oppression work to hold white racism in place.

**N!gga/DJANGO: Why Are These White Folks Laughing in the Dark? (All Levels)**
**Facilitators: Eddie Moore, Jr. and Frederick Gooding**
This session looks at the history of the “N!gga/DJANGO Framework utilizing books, TV shows, film clips and a documentary film. The session challenges participants to examine their personal and professional histories with N!gga, examine when and/or how they were first introduced to the word and to explore the pictures and different feelings associated with the word. We will look at how current events, media, popular music and movies have used the word over the years and if the word has had any impact or influence on the millennial generation. Lastly, the session offers suggestions about the need and importance of understanding the various realities associated with the N!gga and recommends how to challenge and encourage all people, but specifically young people, about the ramifications of casual or uninformed usage of this troublesome word.

**Navigating an Economy of Emotions (Beginner-Intermediate)**
**Facilitator: Alex Ilyasova**
This workshop explores the emotional side of communication and decision-making. We will use a framework that draws on two seemingly odd concepts--emotional design, the idea that emotions change how our cognitive system operates; and, the concept of “the economy of emotions,” that the distribution of emotions among people, contexts, and within communities are connected to our identities.

**Nickled, Dimed, and Dollared to Death: The Impact of Institutionalized Racism and Poverty (Beginner-Intermediate)**
**Facilitator: LueRachelle Brim-Atkins**
This highly interactive session will provide a foundation for understanding the impact of interpersonal and institutionalized racism on the daily struggles of people living in poverty. Participants will see how social systems most often support and perpetuate poverty and will leave with specific visions and strategies for working for economic justice. Bring your laptop and/or cell phone to use in a hands-on experience as you seek available resources through a real-time “Scavenger Hunt”.

**Non Violence is for People of Color Only! Violence is for the Privileged!**
**Facilitator: Terrance Nelson**
This workshop will take a look at the history of the struggle against global white male supremacy and dominance. What's the history? Who are the key players? Why are the rich getting richer and the poor getting poorer? Who are the rich? Please join us for a challenging look at the global color of money and the challenges to reclaim humanity.

**Occupying the Academy: Just How Important is Diversity Work in Higher Education? (All Levels)**
**Facilitator: Christine Clark**
This workshop will review the work in Occupying the Academy: Just How Important is Diversity Work in Higher Education?, an edited volume of Critical Race Theory-informed institutional case studies by public higher education "equity/diversity workers." The key objective of the workshop is to identify efficacious strategies for responding to common challenges faced by these workers.

**Privilege and Professional Development: How to Get your School to Spend Money on Anti-Oppression Training (Beginner)**
**Facilitators: Johanna Eager, Tarah Fleming, and Tracy Flynn**
As there is a push to make K-12 schools safe by addressing bullying behavior, there is not—and never has been—adequate professional development money for anti-oppression, social justice initiatives.
Who decides which topics in our schools receive funding? Collectively, we will explore the answers to this question and discuss strategies for change. Additionally, we will share an LGBT-inclusive professional development initiative, Welcoming Schools, which is currently grant-funded and being used in schools across the nation to help teachers and staff to address all forms of bias in classrooms and schools.

**Question & Answer Forum for White Attendees Seeking Clarification and Explanation (Beginner)**
*Facilitators: Shelly Tochluk and Robin DiAngelo*
This workshop supports white attendees new to WPC concepts by providing a place for informal Q and A. Led by 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, Class and the Environment: Making the Green Movement Multicultural (Beginner-Intermediate)**
*Facilitator: James Bonilla*
The future of the environmental movement will soon be in the hands of a new generation of Americans, one very different from the generation that preceded it. This session will briefly survey the history of the environmental and outdoor movements as well as the emergent environmental justice movement to set a context for a discussion of the role of racial and class privilege.

**Reclaiming Our Humanity by Reclaiming Our Neighborhood Schools (Intermediate)**
*Facilitators: Cheryl Distaso and Marcy Clark*
Five low-income, high-achieving, elementary and middle schools in Fort Collins, Colorado, were threatened to be closed in 2011, purportedly because of money. Three of these schools had the highest Latino populations in the district. Activists, parents, educators, and community members came together to fight for their schools and against the racism and classism inherent in the threatened closures. This interactive workshop will take participants through the experience of that successful struggle.

*Facilitators: Lance Kelley and Paul Schnorr*
This session will present research on past U.S. economic policies & laws affecting Native people and land ownership. The financial cost of these policies led to massive losses in wealth for Native People, and continues to affect their financial situation today. Examples include Allotment (Dawes Act), Termination laws, and most recently the 2010 Cobell lawsuit case, which was one of the largest class-action lawsuits in U.S. history.

**Removing the Blinders: Doing the Personal Work on Race and Class Required to Reclaim Our Humanity (Intermediate)**
*Facilitator: Frances Kendall*
This session provides an opportunity to begin to remove our blinders, to identify the behaviors that keep us in collusion, and begin to make change—to become the people we REALLY want to be. We will practice reviewing the stories we tell ourselves and each other, get curious about what we need to know and do to change the story, and then begin to put that new story into actionable behaviors.

**Segregation Stress Syndrome: Financial and Mental Health Consequences (Beginner-Intermediate)**
*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? What are young people taught about legal segregation? What impact does this history have on each of us, particularly with regards to S.E.S., mental and physical health? How did people of color cope under Jim Crow, and can we learn any lessons from their resistance?

Show Me the Money: Class in the Classroom: Discussing Socio-economic Privilege in Elite Institutions (Intermediate)
Facilitator: Meg Goldner Rabinowitz
Parker Palmer, Quaker educator, wrote, “We teach who we are.” What happens when who we are is decidedly different from our student populations? In what ways do teachers in elite institutions challenge their communities to consider socio-economic class? How does the process of becoming a teacher include an awareness of class privilege? How can students become fluent in discussing issues of class alongside content mastery? We will consider the role social justice education plays in schools.

Talk About Class: Using Children's Books to Spark Conversations (All Levels)
Facilitator: Anne Sibley O'Brien
Socioeconomic class in the U.S. can be even harder to talk about than race, and the silences leave children absorbing unchallenged messages from the dominant culture. Depictions of economic realities in children's books offer the opportunity to engage children in discussion, to find out what they are thinking and to give them permission and language to voice their ideas and impressions. Lists of recommended titles (including racial diversity), tips for evaluating books, promising research using books to reduce prejudice, and other resources will be shared.

Talking Back to White Entitlement (All Levels)
Facilitator: Alison Park
Affirmative action is reverse discrimination... It’s racist to consider race in hiring... 47% of US Americans feel entitled to government assistance... I worked hard, why shouldn’t people of color have to work hard, too?
More than just opinions, these statements are declarations of white privilege and entitlement from those who benefit from a racially inequitable society. In this workshop, participants will consider common complaints, arguments and denials of white privilege; gain knowledge and resources on white entitlement; and practice what they have to say about fair access, opportunity and inclusion in the US. Intended outcomes: Through discussion and role-play, participants will identify useful language and strategies for talking to others about white privilege and racial equity, and get to practice saying what they have to say.

Tax Justice (Beginner)
Facilitators: Jax Hermer and Zeke Spier
While we know equitable distribution of wealth is the foundation of a system in which power is also equitably distributed- tax policy has continued to widen the racial wealth gap. Join Resource Generation and Social Justice Fund to engage in a rousing conversation about taxes, privilege, wealth, and fairness. Examine the links between tax policy and social movements and hear about Resource Generation’s Tax Justice Organizing.

Teaching Race and Social Class: Developing a Curriculum, Grades 6-12 (Beginner)
Facilitators: Elizabeth Denevi and Mariama Richards
This session will focus on developing and teaching anti-bias courses for both middle and high school students. We will also look at pedagogy and team-teaching approaches to implementing these courses. This session will highlight two major areas of focus for the courses: 1) racial identity development, white privilege, and antiracism; 2) different aspects of socio-economic status and how social class impacts life and learning in school.
The Challenge of Accountability: An Australian Perspective on Addiction to Privilege (Intermediate)
Facilitator: Anne Barton
Confusion about money is at the heart of how white privilege functions, so those of us with privilege struggle to make rational and pro-survival decisions about money and its connection to our security and well-being. This workshop will offer strategies to clear up confusions and move towards a rational attitude toward money.

The Color of Money-brown Skin: The Resiliency of Undocumented Immigrants (All Levels)
Facilitator: JuanCarlos Arauz
We propose that the color of money is the brown skin of immigrants, and the U.S. economy depends especially on the undocumented immigrant. Yet they are projected as the problems in the United States. Our immigration policy in United States is based on the White Supremacy model of how the value of land and humans are viewed as commodities. In order to address the impact of education for every Latin@, an analysis of our undocumented immigration population is required as well as the deconstruction of white privilege in our immigration policy. We cannot achieve educational excellence for all students without addressing the inequity of our most invisible student; undocumented immigrant children. Participants will learn about challenges and strengths of undocumented immigrant youth but also learn how undocumented students have developed individual “cultural resiliency” to succeed, and how this “cultural resiliency” can be transformed into shared youth leadership strategies.

The Color of Success: The role skin shade in determining life outcomes (All Levels)
Facilitator: Darrick Hamilton
Social stratification based on skin color, from light-skin to dark, cuts across time, race, ethnicity, nation-state, and socioeconomic outcomes. The preponderance of evidence from the colorism literature suggest that; (1) the phenomenon of colorism did not end with the Civil Rights and Black Power Movements, (2) the penalties and advantages associated with skin color is not simply an internal problem, but whites engage in colorism tool, (4) there are material and social incentives for darker skinned individuals to attempt to “whiten” their appearance, and (5) the genetic and common family backgrounds within race across skin shade indicates that socioeconomic variations based on skin shade are less attributable to genetic or cultural variation, and more attributable structural discrimination.

The Cost of Segregated School Systems (All Levels)
Facilitator: Stephanie R. Logan
This session will explore the financial, moral, and cultural costs associated with the return to segregated schools and how this trend promotes the financial and racial privilege of many whites who abandoned urban school districts. In this session participants will juxtapose inner city and suburban school districts and determine whether the differences lend to the perpetuation of white supremacy.

The Culture Shock of Higher Education: Toward Meritocracy or Internalized Classism? (All Levels)
Facilitator: James Bonilla
In this session participants will examine the first generation college experience, the role of classism in higher education, and explore strategies for interrupting classism on both the personal and institutional levels. The presenter will use the example of his own journey, from working-class Puerto Rican college student to “Ivory Tower” university professor, to lead participants through a discussion of their own class identity and its implication for their lives in and out of the classroom.

The Currency of Compassion: Moving to an Economy Based on the Heart (All Levels)
Facilitators: Susan Partnow and Andrea Cohen
In this highly experiential session, we will engage in listening to each other’s stories and challenges around ‘the color of money’ – exploring aspects of all four quadrants of Wilber’s model personal/collective, internal/external. We will focus on noticing our triggers – their source and impact and how to manage them. And, very importantly, we will explore the danger and pull that brings us into the triangle of victim-perpetrator-rescuer and explore ways to stay out. We will end with a meditation around “what money would enable me to do is...how can I begin that right now?

The Economic Matrix: We Can’t Leave Out Class, Wealth and Power (Beginner-Intermediate) Facilitator: Paul Kivel
More than a diversity issue, the economic system is the structure through which every diversity issue gets played out. This interactive workshop will help activists, teachers, trainers, community members, and citizens understand their role in the economic pyramid and learn exercises for helping people talk about the economic realities they face.

The Language of the Privileged: Inclusive Communication on Campus (Beginner-Intermediate) Facilitators: Fatima Guled and Veronica Velez
Inclusive communication on campus is essential in promoting the growth of leaders capable of critical thinking and open mindedness through the use of diversity in Education. These subjects effect the climate of any given campus and its notions of inclusivity. Diversity is need in the work place and also affects the pay gap between people of color and whites.

The Lines of Sexuality and Race: An Honest Conversation: Part 1 and Part 2 (Intermediate-Advanced) Facilitators: Pamela Smith Chambers (African American/straight); Robin Parker (African American/gay); and Jorge Zeballos (Latino/straight)
WPC focuses on white racial privilege. In a conference about race, is there room for discussion about human sexuality (sex, gender identity, sexual orientation)? Are homophobia, transphobia, and heterosexism distractions from the core issues of racism and racial privilege? Can we talk about human sexuality while respecting the racial experiences of white people and people of color? Join us for a special discussion of these issues using the community-building principles of the Foundation for Community Encouragement. This unique discussion will take place over two continuous workshop sessions. Participants who choose to attend this workshop must attend both sessions.

The New Normal (All Levels) Facilitators: Jessica Pettitt, Pamela Smith Chambers, and Robin Parker
Before this television sitcom about two gay men having a child through surrogacy even premiered there were protests by right wing Mormon and Christian organizations to keep it off the air and petitions by progressive activists countering homophobic attacks on the definition of family. Yet from the first episode, the “new normal” looked pretty much like the old normal-- wealth and white privilege make it possible to buy anything, including a child. At the same time, these privileges allow one to make a joke out of anything seemingly out of the norm such as teen pregnancy, class disparity, racism, sexism and gender variance. This television show highlights the mainstreaming of LGBTQ identity and the divisive backlash that can occur when we focus solely on reproducing an upper middle class version of marriage and parenting as the platform for social equity. Join us to view an episode of The New Normal and discuss the internal debates within LGBTQ community organizing that address intersections of sexual orientation, gender, class, and race.

The Only Good Indian Mascot Is a Dead Indian Mascot: The Possessive Investment in Whiteness to Maintain American Indian Mascots in American Schools, Media and Sports Culture (All Levels) Facilitators: Cornel Pewewardy and Shilo George
In the era of colorblindness and politically correctness discourse, it is no longer socially permissible to use race, explicitly, as a justification for discrimination, exclusion and social contempt except in the usage of American Indian mascots in schools and sports media. This presentation focuses on how there has become a possessive investment in whiteness to maintain American Indian mascots in schools and American sports culture and media. Using critical race theory, the presenter will analyze the concept of empirical nostalgia (grand narrative = Noble Savage) used by schools to affirm an invented community which results in a fixation of the Sartrean “gaze” within American Indian imagery. A brief overview of defensive tactics used by schools to retain their Indian mascots will reflect a possessive investment in whiteness. Other theories used to unpack this cultural phenomenon are Tribal Critical Race Theory, Colorblind Theory, Dysconscious Racism Theory, Kemosabe Theory, Rip Van Winkle Theory and Trickster Theory.

The Power and Privilege of Christian Hegemony: Racism, Sexism, and Economic Inequality (Beginner-Intermediate)
Facilitator: Paul Kivel
Our economic system grew out of Christian concepts of individualism, sin and salvation, reward and punishment, and the invisible hand of the market. These concepts and processes echo today in policies based on manifest destiny, “free” markets,” “job creators,” and a criminal/legal system that punishes the poor and rewards the wealthy. This interactive workshop will look at the intertwining of capitalism, racism, sexism, and Christian Hegemony.

The Power of Words: Concentration Camps USA (All Levels)
Facilitators: Stan Shikuma and Mako Nakagawa
"Whoever controls the vocabulary controls the narrative." - Tetsuden Kashima, UW Professor
This workshop focuses on how the United States government used euphemistic words to justify its mass violation of Japanese Americans' civil rights during WW II. Now, a movement is underway to erase the euphemisms and give voice to the victims. Using accuracy, authenticity and the Power of Words, we plan to reframe our history and bend it more toward truth and justice.

The Price of Power: Exploring the Influence of Money in American Literature (Intermediate-Advanced)
Facilitators: Courtney Portlock and Sherry Forste-Grupp
This workshop will discuss various texts commonly taught in American Literature classes. In Mark Twain’s The Adventures of Huckleberry Finn, F. Scott Fitzgerald's The Great Gatsby, Zora Neale Hurston's Their Eyes Were Watching God and various poems and short stories, we explore how the issue of money (Who has it? Who does not have it? What are the consequences of trying to get it), reveal issues of social justice, racism, and power. Teaching these texts in our schools gives a unique opportunity to help us and our students see that the issues in the literature are not gone. We are still living them as we negotiate our way through modern American society.

The Price of Whiteness: Excavating Early Messages about Race (Beginner)
Facilitator: Ali Michael
In this workshop participants will learn the history of Whiteness, examine the early messages that we learned about race as children and discuss the impact on our relationships across race. This workshop is open to participants of any race. The facilitator is White and will share many personal examples in the interest of helping White participants uncover messages that may not be overt or direct.

The Right to Dream (Intermediate)
Facilitator: Bob Williams
The struggle and sacrifice for civil rights in America is witnessed in this compelling story. The Right to Dream recreates a student's coming of age as an African American in Mississippi during the 1950's
and 1960's. This program illuminates the issues of civil rights, leading audiences to understand how the fight against prejudice has shaped our history.

**The Student Athlete Myth: What Can Educators Do? (All Levels)**
**Facilitators: Charles Modiano, Chris Ward and David J. Leonard**
When an NCAA football player tweeted that college classes were “pointless” and that “we came here to play football”, a national media and fan chorus ensued full of moral indignation, mockery, and bigotry. While most saw an individual problem, others saw an exact reflection of the priorities of the NCAA – the only legal multi-billion dollar industry that does not pay its workers. This workshop will address the NCAA empire, its targeted exploitation of athletes of color, and the role educators can play.

**Transforming Our Wealth: Vulnerability and Shame as Assets in Reclaiming Our Humanity Part 1 and Part 2 (All Levels)**
**Facilitators: Jordon Johnson and Storme Lynn**
The ability to reflect on shame and be vulnerable are central to our work in effectively addressing issues of white supremacy and advocating for social justice. These are often viewed/experienced as hindrances in our work. The presenters open with working definitions of terms and information on ways in which shame and vulnerability minimize our capacity to connect. They model this work in their relationship with each other and workshop participants - Transforming Relationships In-Depth (TRI).

*This unique discussion will take place over two continuous workshop sessions. Participants are encouraged to attend both sessions.*

**Using Polarity Thinking to Interrupt White Privilege (Intermediate)**
**Facilitators: Beth Applegate and Barry Johnson**
This session is for those who want to learn a new theoretical framework and tool to help interrupt White privilege. Polarity thinking helps us wrap our minds and hearts around the ongoing dilemmas (polarities) and the interdependent values in the work of interrupting White privilege in ourselves and others. Our Workshop will focus primarily on introducing participants to Polarity Thinking and on leveraging two, key polarities in interrupting White privilege: Freedom for the Part AND Equality among the parts within the Whole. Because the two sides of a polarity are interdependent, you cannot choose one as a "solution" and neglect the other. The objective of Polarity Thinking is to get the best of both opposites while avoiding the limits of each. When we are able to do this, we see a more complete picture of the situation and this in turn increases our chance of creating an equitable and sustainable future for us all.

**Watching the Watcher: The Profits, Losses, & Costs of the Ever Consuming 'White Gaze' (Advanced)**
**Facilitator: Stacey Gibson**
Coupling brief excerpts from ethicist Sharene Razack’s book *Looking White People in the Eye* with analysis of contemporary cultural examples, we will examine and analyze how the pain of oppressed people often becomes a high risk, money making commodity employed by both the oppressor and the oppressed as a way to navigate and ‘manage’ varying levels of racism.

**“We Want What They’ve Got”— A Workshop on How and Why Western Status Symbols have Migrated around the World (All Levels)**
**Facilitator: Anu Taranath**
From blue jeans to Rolex watches, Western markers of wealth and status are being coopted by elites in developing countries. This workshop introduces class and poverty issues in Nigeria, Jamaica & India. Let's better understand the connections between white privilege and class privilege within a global framework. In this interactive workshop we will make lists, analyze pictures, write reflections, and discuss together our understandings of class power and privilege within an interconnected world.
Where, When and Why White People were Invented and its Relevance Today (Beginner-Intermediate)
Facilitator: Jacqueline Battalora
The session explores the invention of white people in U.S. law and history. Participants draw upon patterns from this history to examine current practices and to consider present day links between a white racial status and economic advancement.

White America's Islamophobia Profiteers (Intermediate)
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. Worst of all, there are a number of individuals including Pamela Geller and Pastor Terry Jones who are profiting from the peddling of hate and vilification of Islam and Muslims. This session will expose the industry of peddling Islamophobia.

White Females and Helping Professions in the Buffer Zone: Maintaining and Challenging the System (Intermediate)
Facilitators: Levana Saxon, Ellen Tuzzolo, Beja Alisheva, Kelley Abraham, Nicole Wires, and Jessie Justin
In this interactive workshop, the White Noise Collective will lead a guided exploration of what Paul Kivel terms “the buffer zone”, a range of jobs and occupations that structurally serve to maintain the wealth and power of the ruling class by acting as a buffer between those at the top of the pyramid and those at the bottom. With a focus on how people socialized as white and female have occupied and represented this terrain, we will dynamically interweave examination of systemic analysis, historical patterns, iconic images, and our individual participation and insight. Drawing from Kivel’s analysis, the buffer zone serves a threefold function: taking care of people, keeping hope alive, and controlling people. How are white women socialized to fit into helping and caretaking professions that maintain the status quo, and what potentials and models exist for subversion within the buffer zone to shake the system towards greater equity and justice? This workshop will include dialogue, Theater of the Oppressed exercises, mini-lecture, and experiential activities to bring this structural analysis alive.

White Money: The “He-Cession” of 2008 and the Fall of the Average White Guy (All Levels)
Facilitator: Emmanuel Cannady
Since 2008, unemployment rates have doubled for white men. They increasingly opt out of college while the life expectancy of uneducated white men plummets. Results of this change in tide? The rise of the “Bro” poses a dangerous solution for reclaiming one’s humanity – delaying adulthood through risky behaviors and artificial accomplishments. Investigate the popularity of “Brodom” marketing campaigns and how privilege creates a culture of destructive coping mechanisms.

“White Pride World Wide”? Understanding and Challenging Cyber-racism (All Levels)
Facilitator: Sophie Statzel Bjork-James
Throwing away the white-hooded, cross-burning image which maintained the movement as an anachronism, a handful of tech-savvy ex-KKK members have transformed the flailing dregs of the white supremacist movement into a rapidly expanding cyber-community with global reach. This workshop facilitates a much-needed conversation about strategies to counter cyber-racism.

White Privilege and the Faculty Lounge: Where Economic Inequality, Internalized Racism and Stereotype Threat Collide (Beginner-Intermediate)
Facilitator: Tricia Diamond
The discussion on segregated schools in America primarily focuses on students however too often districts ask students to exhibit diversity that they themselves are not willing to undertake. Landmark desegregation rulings include desegregating faculty and staff as well as classrooms. Even when black and brown teachers join elementary and secondary faculty, the influence of white privilege and
economic inequality persist. Add to this challenge white faculty and administrators who feel as if they are color-blind or have done enough, the mounting financial debt faculty from lower socio-economic groups begin their teaching careers with, internalized racism which dilutes mentorship opportunities from administrators, faculty and students, and the battle waged against white privilege can be demoralizing. In this workshop, we will investigate the economic and racial inequality educators of color face and discuss strategies to succeed.

“White Trash” Solidarity: Reject the “White,” Embrace the “Trash” (Beginner-Intermediate)
Facilitator: Robert Jensen
The phrase “white trash” typically is used as a slur against poor and working-class white people, especially in the southern United States. While there are many appropriate critiques of white culture at all class levels, this insulting phrase opens up a cross-racial organizing strategy: reject the “white” and embrace the “trash.” How can we develop an argument to poor and working-class white people for solidarity with people of color and immigrants, on both moral and self-interested grounds?

Why Can’t I Say the N-Word? The Cost of Avoiding Discussions About Racism (Beginner-Intermediate)
Facilitators: Andre Lee and Barb Lee
Point Made Films and The Calhoun School in Manhattan have been in production for the past eight months with a new documentary. Workshop presenters will show raw footage from their forthcoming documentary, and will introduce some unforgettable teenagers who are beginning to ask tough questions and encouraging their parents to talk about race in a way they never have before. This project is a part of The Calhoun School’s national Deconstructing Racism initiative.

Why Race Matters: Putting People Before Profit in Organizing Constitutional Reform (All Levels)
Facilitator: Daniel Lee and Kerry Fox
Using interactive exercises and listening exercises we will explore how the institutional inequalities existent within our current society and system of government are reflected in the ways we interact with and think of each other and how the corrosive effects of capital in our political system teaches us to value money and things over people. "The Rights Race" will provide workshop participants with a palpable physical example of the type of privilege that permeates our entire system. We will then address organizing methods that seek to combat race privilege seeping into organizing work and strategies for interacting with communities of color with some successful examples from our affiliates and other groups that have built lasting organizing relationships between communities of color and white allies.

Youth in Ending Racism and Economic Oppression (All Levels)
UER Facilitators: Shelley Macy and Rachel Noble
YOUNG PEOPLE ARE IN A PERFECT POSITION to help end racism and economic oppression (we have seen this in action across this nation). As young ones, we were all revolutionaries; before we ever adapted to the current oppressive system. We tried to defy its messages and conditioning. One of the major messages young people receive is that we are not as important, valuable, significant members of society, deserving of the same respect as adults, because we don’t “contribute” economically and are dependent on others. These are damaging messages and we needed adults to support and validate our ideas and our intelligent efforts. In this workshop for young people and adults, participants will use the method of Re-evaluation Counseling to begin healing from the grief and frustration that inhibit our natural partnerships as youth and adults to challenge the system. Listening skillfully to each other’s earliest experiences witnessing and interrupting oppression, we will explore tools for backing youth in doing what all humans know inherently, and which young people have not forgotten.
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**Watch for dates and details soon**