

**White Privilege Canada (WPSC), Brock University Academics & Activists:
Advocating for Equity, Justice and Action September 30 - October 1, 2016**

Presenter Biographies and Descriptions

Taylor Leéal Gibson Wahadaidi Ne gyahsoḥ (He's on a new road is my name) Ganyadeḥ niwagehsyaodeḥ, (Turtle Clan) Gayogohono' niwagoḥwejo:'deḥ (Cayuga Nation). I am from Six Nations Canada (Hodihnosyonih Territory). I've lived on the reserve most of my life and spent time learning from my Grandparents. I have attended Cayuga Immersion program from Kindergarten to Grande 9 and 12. I am a supporter of Indigenous Culture and History. I have a Bachelor of Arts Degree in History. I am Assistant Researcher at Deyohaha:ge Indigenous Knowledge Centre at Six Nations Polytechnic. My passion is in Hodihnosyonih Culture, History and the Cayuga Language.

Dolana Mogadime, Ph.D., WPSC Program Director and Associate Professor in the Faculty of Education at Brock University. For over 16 years she served as Member at Large, President-Elect, President and Past-President for the Canadian Association for the Study of Women in Education (CASWE), she is a member of Program Committee for the Tecumseh Centre for Aboriginal Research, Honorary Professor, University of the Free State, South Africa and Executive member of the Canadian Alliance of Black Educators (CABE). Her research interests are in critical sociology of education, social justice, equity studies and feminist theories. She has published her research in international journals such as *The International Journal of Diversity in Organisations, Communities and Nations*; *Urban Education*; *Journal of Black Studies*; *Canadian Women's Studies*; Canadian feminist anthologies as well as Canadian anthologies on Black feminisms and is Editor of *Brock Education Journal*. She enacts the notion of an academic whose work is dedicated to social justice.

Jennifer Rowsell, Ph.D., is Professor and Canada Research Chair in Multiliteracies at Brock University's Faculty of Education where she directs the Centre for Multiliteracies. Her current research interests include: applying multimodal, arts-based practices with youth across schooling and community contexts; expanding research methodologies and theories of literacy for digital, immersive, and game-based research; and, longitudinal research with families examining ways that literacy practices mediate identities. Her most recent books include *New Literacies Around the Globe* (2014) with Cathy Burnett, Julia Davies, and Guy Merchant and the *Routledge Handbook of Literacy Studies* (2015) with Kate Pahl.

Dolana Mogadime & Jennifer Rowsell, Welcome Address

The meaning of Praxis - Collaborations between Brock University, The Privilege Institute (TPI), The White Privilege Conference (WPC) and Local Equity Leaders
This is a collaborative dialogue between Drs. Mogadime, Rowsell, and Moore Jr. The aim is to Collaborate on Building Connections between Academics and Activists in their Social Justice Community Work. There is much to be learned from American

models of activism and anti-racist education. Canada has gone some way in confronting racism, but we have a long way to travel in order to create greater equity and more participatory methods and research that are responsive to global shifts and the continued trend of white privilege. Dr. Eddie Moore Jr., has become well-known for his important work on combating systemic inequities. Moore Jr., has devised workshops that counter injustices and support action that include practical tips, tools and strategies. This powerful activism is coming to Canada through a partnership between Brock University and The Privilege Institute.

Presenter Biographies and Workshop Descriptions

Abhi Ahluwalia, with Sikh roots in Punjab, India, Abhi was born in Leicester, United Kingdom to parents born and raised in East Africa Uganda. In 1972, Abhi's family was expelled from Uganda when dictator Idi Amin overthrew the government. Two years later Abhi's family emigrated to Canada and settled in Kitchener-Waterloo. Abhi Ahluwalia is the co-founder of unlearn. Unlearn is a social enterprise whose mission is to provoke thought to inspire positive change. Recognizing the value for human interaction and dialogue, unlearn creates thought provoking designs and workshops that are open for interpretation around social justice issues. Abhi believes design has the ability to challenge the way people think and ultimately change the world. He is the recipient of the Lincoln M. Alexander Award and the Anne and Ed Mirvish Achievement Award which recognizes individuals that have made a significant and innovative contribution towards eliminating racial prejudice and discrimination in our society.

Workshop Title: unlearn. Critical thinking by design

Inspired by the Socratic philosophy, "I cannot teach anybody anything, I can only make them think." this workshop will challenge participants to think critically about stereotypes, prejudice, discrimination and white privilege. Workshop participants will be lead through experiential activities using unlearn's critical thinking posters designed to provoke thought, and inspire positive change. If you are still unsure why you would ever want to unlearn, attend this workshop with an open mind and prepare to have your mind stretched

May Al-Fartousi, Ph.D., is post-doctoral student and parent of 3 children. Her work represents insights from an insider organic intellectual perspective as someone who is from the same community in which her research takes place. This insider perspective sheds a light on processes that can be understood as emancipatory in that Al-Fartousi's presentation will provide insights into the experiences of Muslim students and academics who are striving for inclusion as knowledge producers in academic settings. Furthermore researchers and educators like Al-Fartousi use their work as knowledge brokers to disseminate and provide knowledge transfer between the academic world (of research) and that of their community.

Workshop Title: Deconstructing Others: Canadian Muslim Women's Negotiation of Everyday Religious Experiences

The workshop is in three sections: (a) Using lived examples of various Canadian contexts (e.g., school, university, workplace), the audience will be introduced to the challenges of balancing the religious diversity of Muslim groups with dominant cultural norms that influence policies, which in turn relegate Islamic knowledge and Muslim values to a position of otherness ; (b) The audience will be invited to refer to critical discourse analysis in order to analyse some newspaper articles in which the gendered representations of Muslim women as a means to perpetuate otherness will be identified and be connected to the institutional racism and Islamophobia; and (c) a focus on representations of Muslim experiences in academic research as examples of the problem that arises when researchers attempt to examine religious diversity while still creating a marginalized other---be it a minority within a dominant group or a minority within a minority group.

Bernadette Arthur, is the Office of Race Relations, Canadian Race Relations Coordinator for the Christian Reformed Church in North America. She is a facilitator, trainer and coach in the areas of anti-racism, biblical reconciliation and diversity and inclusion. She is hopeful that her generation will witness movements towards the future reality of diversity and inclusion described in Revelation 7:9.

Workshop Title: Reconciling for Eternal Communities

This interactive introductory workshop is for faith leaders and practitioners who are interested in understanding how engagement in racial justice, equity and action is included in the Micah 6:8 call to, “act justly, love mercy and walk humbly.”

Many will agree that society and culture consistently shapes and influences how we perceive ourselves and others. White privilege is a term that is applied to Canadian culture to describe the systems of privilege and power that creates inherent benefits for some and denial for others mainly based on race. Many Christians experience discomfort when sociological terms like white privilege are used to describe the church, because it seems to challenge the Christian identity that Paul spoke about in Galatians 3:28: "there is neither Jew nor Greek...you are all one in Christ Jesus." (ESV). However, in order to be effective "ministers of reconciliation" in our multicultural Canadian society it would be well for Christian leaders and practitioners to wrestle with questions such as: Does being one with Christ Jesus absolve one's cultural identity? Has Christianity been immune to societal and cultural influences? What ways have colonialism, white privilege and systems of oppression manifested themselves in the Church?

Using the example of Jesus' life and practice as a model, this workshop will allow co-learners to engage in activities and discussions that unpacks the historical and current role that the Canadian church has played in perpetuating and dismantling structures that supports white privilege. Co-learners will walk away from the workshop with resources that support the development and maintenance of faith communities that are on the journey towards racial reconciliation.

Jennifer Brant, is a Doctoral Candidate at Brock University, she is currently employed at the Tecumseh Centre for Aboriginal Research and Education, as the Program

Coordinator for the Gidayaamin Aboriginal Women's Certificate Program. This program offers a holistic support model that encourages balance between traditional and academic worldviews. Jennifer also holds a community seat on the Aboriginal Education Council and is a member of the Aboriginal Research Advisory Circle of the Research Ethics Board at Brock University. Brant is a Doctoral Candidate in the Joint PhD Program in Educational Studies at Brock University. Extending her MEd research on the barriers Aboriginal women face in mainstream education, and the vision for a holistic support model that honours the educational realities and familial responsibilities of Aboriginal women, her current research interests include: Aboriginal women in education, Indigenous research methodology, cultural identity formation, and the advancement of ethical space for Indigenous scholarship.

Workshop Title: Lessons from Homeplace: Promoting Equitable Spaces for Indigenous and non-Indigenous Solidarity

This workshop will present an Indigenous theory of "homeplace" by extending the work of bell hooks to the contemporary Indigenous communities. Indigenous women have also had to create safe spaces of resistance. With children forcibly removed from communities and placed in residential schools, and foster care, opportunities to create such spaces were not physically possible. Indigenous women had to find other ways of providing places for renewal and self-recovery. This workshop shares the above lessons to present an Indigenous theory of homeplace and open up a safe space for dialogue on contemporary issues such as Missing and Murdered Indigenous women and girls in Canada and the current suicide epidemics in Northern communities. National responses to these issues will be troubled and participants will be prompted to reflect on their own worldviews and consider issues of power and privilege. Finally, this workshop will inspire compassion, empathy through transformative, cross-cultural understandings.

Desmond Cole, is a well-known and celebrated African Canadian journalist. His work is at the cutting edge in terms of singling out and critiquing race issues. He is a cultural critique whose informed cultural analysis supports Canadians in rethinking how racial discourses marginalize and subjugate minoritized bodies. His analysis is rigorous and compelling because it offers up personal narrative. Cole situates antiblackness, the problem of carding and racial profiling by examining his own everyday experiences of racism.

Workshop Title: What Makes You Say That? Challenging the Assumptions of Anti-Black Racism

Anti-black racism is a distinct and complex form of discrimination that we must name and deconstruct in order to eliminate it. American writer Ta-Nehisi Coates has defined racism as "not merely a simplistic hatred. It is, more often, broad sympathy toward some and broader skepticism toward others." This presentation will explore, within a primarily Canadian context, some of the deeply-ingrained sympathies that uphold white privilege and white supremacy, and the historically-rooted skepticism of people of African heritage that fuels anti-black racism.

Wesley Crichlow Wesley, Ph.D., is a Tenured Associate Professor at the University of Ontario Institute of Technology, in the youth and criminology specialization. His academic work is informed by the principles of social justice and human rights, with a focus on LGBTQ and gender equality with a dedication to social justice, community-university collaborations, and developing scholarly and pedagogical praxis and teaching as activism. He is also committed to working across borders, connecting the spaces between the Caribbean and Canada, as well as unsettling the uneven terrain. This is evident in his book *Buller Men & Batty Bwoys: Hidden Men in Toronto and Halifax's Black Communities* (University of Toronto Press, 2003), in the Caribbean Review of Gender Studies special issue on dominant masculinities, which he co-edited, and in the forthcoming publication *Racial Profiling, Human Rights, Intersectionality & Black LGBTQ Institutional Invisibility* (Ontario Human Rights Commission, 2016).

Workshop Title: The Black Queer Professoriate & Grievances

This presentation aims to broaden our understanding of white privilege, inequity, structural and systemic racism in grievance. It will highlight how equity, antiracism, inclusion and tribunal activism can be inserted in the current labor union management models that exists. I will highlight the importance of employing Critical Race Theory (CRT) storytelling and emotional justice - new approaches to grievance listening.

Spy Dénommé-Welch, Ph.D., is Assistant Professor, and faculty member of the Tecumseh Centre for Aboriginal Research and Education. Dr. Dénommé-Welch has an active research and professional arts practice, working as a composer, writer/librettist, performer and producer. His research examines the intersections of theory and practice in relation to teaching and learning and artistic process. He has taught various topics including arts education, aesthetics, drama and performance, Indigenous issues, and media at different universities including the University of Regina and Wilfrid Laurier University.

Catherine Magowan, is a musician, composer, and producer. She is the principal bassoonist with the Sudbury Symphony Orchestra since 2002, and frequently freelances throughout Ontario. In addition to an active orchestral career, Magowan's electric bassoon band *Das Fagott Mannschaft* ("the bassoon team" in German) has been making a splash at festivals and pubs since 2011. The world's first electric bassoon ensemble, DFM is at the forefront of the movement to experiment with guitar pedals and the bassoon. Magowan is now completing various musical compositions with collaborator Dénommé-Welch.

Workshop Title: Intercultural collaboration through creative methodologies

In this workshop, co-facilitators (Spy Dénommé-Welch and Catherine Magowan) will discuss and share some of their insights on collaborative process by drawing on their experiences as interdisciplinary artists, creative practitioners, and artistic researchers. They will also share how they employ critical theories and methodologies to investigate difficult knowledge and histories through art and performance. This hands-on workshop will introduce participants to creative methodologies, using arts-based activities to explore and examine intercultural collaborations drawing on Indigenous and non-Indigenous knowledge systems.

Chris D'souza, has conducted over 5000 Equity and Anti-Oppression workshops to Educators, Law Enforcement, Community Services, Corrections Officers & Corporate Institutions. He is the founder of the Equity Summit Group, a collaborative of over 26 school board equity representatives in Ontario. Chris was also part of the writing team that created the Ministry of Education of Ontario's Equity and Inclusive Education Strategy which won the Policy award from the Canadian Race Relations Foundation. In November 2009 he became a recipient of a National Award for his leadership in Education by the Harmony Movement, an acclaimed national organization which promotes the eradication of discrimination. In January 2011 he was featured on the cover of Education Today distributed to 6000 schools and in over 7 countries. His most recent book is an allegorical narrative critiquing colonialism and its impact on indigenous people globally.

Workshop Title: Why is the new super girl a skinny, blue-eyed, white blond?" (Interrupting whiteness in youth culture)

This presentation uses story and song to explore mechanisms of white supremacy and solutions to dismantle it. I will focus on bias formation in the media. Participants will analyze several depictions of heroes and villains that children are exposed to repeatedly, and examine the external forces, including white power and dominance, that shape our perception of complex human identities. As individuals explore the privileges of white identity, they can learn to identify and manipulate them in order to minimize marginalization and to leverage them against the forces of white supremacy (instead of wallowing in guilt, denial, or despair). Strategies will be provided to build equitable spaces that support, honour, and dignify ALL identities, while encouraging mental wellbeing and self-esteem. Audre Lorde, a proud Black lesbian woman said: "It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences."

Debby Irving, is a racial justice educator, writer, speaker & consultant. She has authored: *Waking Up White*, and *Finding Myself in the Story of Race* (racial and cultural memoir) 2014; "Working through Hidden Mindset Barriers" (article for *Independent School Magazine*) 2016; "Breaking the Code of White Silence" (introduction to the anthology *What Does It Mean to Be White in America? Breaking the White Code of Silence, A Collection of Personal Narratives*) 2016. Social and economic systems that intentionally or inadvertently create inequity often create a vicious cycle in which patterns of advantage become self-perpetuating. Interrupting the cycle is essential to working towards equity. Giving language to these unseen and unspoken aspects of our daily interactions is the essential next step if communities are to use conversation to think together about how to create just environments in which individual and collective potential can be cultivated. Debby's work facilitates this process.

Workshop Title: How to Explain White Privilege to Skeptics Using a series of pointed questions

Debby works with participants to build a graphic map of the groups people belong to because of social locations and historical roles. Participants together about how various groups have and have not had to engage in a struggle to gain access to rights,

resources, and respect, ultimately revealing the social positioning and impacts of white privilege and dispelling illusions of a level playing field. With the graphic created, Debby leads participants in an exploration of social dynamics, dominant cultural attitudes and behaviors that perpetuate power and privilege patterns, even when best intentions are in play. Finally, participants identify three attitudes and/or behaviors to cultivate in the name of social transformation, both in themselves and the groups in which they interact.

Christopher Lytle, is the AODA Coordinator for Brock University. Lytle obtained a M.A in Critical Disability Studies from York University in 2006 and has been involved in the development of human rights training and the drafting of the UN Convention on the Rights of Persons with Disabilities. He has worked internationally and locally to build capacity within organizations to include the equal participation of people with disabilities.

Workshop Title: Whiteness and Ableness Workshop

This workshop will focus on the similarities between whiteness and ableness and will use the narratives of normalcy to outline how we legitimate one view over another while highlighting the intersectionality between the two. Disability does not occur in a vacuum and the relevancy of how it is viewed in a social system can augment how a person is seen and treated. The idea of an authority that dictates ability can be guided by assumptions that are informed by the privilege embodied in whiteness and ableness. Hence the task of this workshop is to equip ourselves with the ability to question what we know so that we can progress beyond recreating systemic barriers.

Jhonel Morvan, is a Statistician and an Economist by trade. He was a math teacher and department head when he accepted a position as an Education Officer at the Ontario Ministry of Education in 2009. He holds a Master's degree in Educational Administration from the University of Ottawa, an Honor Specialist in mathematics from York University, and the Principal's Qualifications. In 2013-14, Jhonel taught mathematics and French as second language (FSL) to the junior and intermediate divisions of the Faculty of Education at Wilfrid Laurier University. Workshop participants can benefit from his research interest and experiences with school leadership, equity in mathematics, mathematics achievement of racial minorities, and teachers' expectations.

Workshop Title: Racism in school mathematics learning

This workshop is designed to explore and make visible issues of racism in school mathematics learning and participation (Martin, 2007). Participants will discuss the main argument claiming that not addressing the needs of racialized students in mathematics or not providing good conditions for their success constitutes a form of oppression. Understanding the ways racialized students are oppressed warrants a necessity to take action against the dominant social norms at play in the mathematics classroom. The notions of color-blind racism and the discourse of denial in the context of constructs like race, racism and white privilege will be exposed. Participants will consider how school reforms and policies may position equality and the collective

good as their ultimate purpose while school practices are very far apart from policy intent. For example, though it is known that more pathways are open to students who do well in mathematics, tracking and streaming preclude minority students from courses leading to mathematics related fields

Harjot Natt, is a Student Support Worker with the Pathways to Education program in Regent Park, Toronto. He has served as a Youth Worker in multiple communities and is promoting positive changes in the lives of youth through empowerment, education, and awareness. His research on critically-conscious hip-hop in high school classrooms explores the issue of disengagement and its correlation with an unresponsive educational curriculum. His lifelong interest in hip-hop has also led him to further explore his passion for music production. Harjot's work contributes to existing literature on the importance of addressing students' identities and experiences within classrooms through culturally relevant pedagogy. He is dedicated to promoting re-engagement in high school classrooms through critically-conscious hip-hop in order to create responsive learning environments for all students.

Workshop Title: The Kids Need Hip-Hop

This presentation will explore the ways in which critically-conscious hip-hop serves as a tool for reengaging youth, and the approaches that can be taken in order to adequately integrate hip-hop into contemporary classrooms. The majority of dialogue within North American high school classrooms is represented by a dominant, Eurocentric discourse that attempts to uphold a White, normalized culture of schooling. This presentation highlights the harmful effects of utilizing a cookie-cutter method within a space that is expected to be open and equitable. This presentation will also examine current initiatives that have successfully integrated critically-conscious hip-hop into pedagogical practices. This approach to addressing student disengagement within high schools provides opportunities for youth to become independent and critical thinkers by constructing, (re)defining, and shaping their own individual identities.

Tamari Kitossa, Ph.D., is an Associate Professor of Sociology Department at Brock University. Education: BA (Hons), York University; MA, York University; Ph.D., OISE/UT. Areas of instruction: sociology of the criminal legal system, sociology of punishment, anti-criminology and race and the war for drugs. Research interests: anti-blackness; anti-criminological theory; racial profiling; sexualization of Black masculinity.

Workshop Title: Black Face, Eating Belgian Chocolates & African Pie: A workshop on im/possible dialectics of White visual culture & symbolic consumption of the Black Other

Black Face, Eating Belgian Chocolates & African Pie: on im/possible dialectics of White visual culture & symbolic consumption of the Black Other King (2000) is sympathetic to both Western self-reflexive and Occidental-type critiques of modernity and post-modernity and rejects implied binarist and simple reductionist reversion of the Western projection onto the Other. Through a visual presentation of

black face and eating Belgian chocolate and African pie, this workshop aims not to "teach" strategies for decoding the connotations of symbolic cannibalism in Western visual culture and discursive practices or to simply return the gaze. The objective, rather, is to develop practices of conversation whose synthetical nature comes to terms with the metaphorical taboo against cannibalism in human cultures, which now applies specifically to the hegemonic capitalist culture of possessive individualism the West bequeaths the world - a warning against one who takes too much, cares none for others and environment, and, which resides in all of us, who if fed the metaphorical flesh of excess, only grows in proportion to the desire for more.

Carolina Miranda is the creator and founder of Feminine Harbor: an organization fostering women's voice and leadership through the arts, anchored by real experiences, in real relationships. She created the LIGHT Series while researching female leadership for her Masters of Education. She found a strong co-relation between horizontal leadership traits and ancient paradigms such as The Medicine Wheel, the Kultran, and The 5 Elements of Yoga, and decided to create an acronym that would translate these ancient human teachings to a more current language. The LIGHT Series gives an opportunity for women of four different generations, and of diverse cultural backgrounds to share an authentic story about themselves. Her advocacy as an educator and as an artist are gender equality, mental health, stewardship, and empathy www.feminineharbor.com

Workshop Title: The Power of Personal Narratives in Deconstructing Privilege

Through the power of personal narrative and storytelling, Carolina Miranda uses her own family story to illustrate how her seemingly white privilege had erased much of her diverse cultural background. She emphasizes how working with memory recovery is key in order to rebuild our own relational genealogy against a broader and richer historical context. This fundamental understanding of our place in time and space allows us to more clearly use our own privilege to hold space for others. Carolina is currently finishing her M.Ed. at Nipissing University and she is the creator and co-founder of Feminine Harbor, a non-profit organization that promotes female voice and leadership through women's stories and the arts.

Kim Radersma, is a Doctoral Candidate at Brock University. Her research about white teachers has been utilized throughout several school boards in Ontario, as she has led several professional development opportunities designed to help white teachers understand the impact of their whiteness in a pluralistic society.

Workshop Title: White allies in antiracism: Addressing the possibility of agency and humility

The workshop will explore what white people, particularly white teachers, can do to challenge white supremacy in their spaces. The irony inherent in the focus on whiteness is similar to what Apple (1997) describes as 'enough about you, let's talk about me.' This seemingly narcissistic journey has the potential to recenter dominant voices, dominant knowledge, and normalizing discourse. This discussion will challenge white teachers to move beyond benevolence and sympathy, evidenced in 'white

saviours' and 'white helpers' to consider how white teachers can authentically acknowledge and engage in antiracism efforts in order to dismantle systemic racism and challenge white supremacy. To ignore the role that whiteness plays in maintaining unjust systems in the institution of schooling, is to be complicit, which helps maintain the very systems in question. A posture of humility and a willingness to examine our blindspots is crucial for a white person longing to redistribute the burden.

Brian Skye, Wolf Clan, Cayuga, Haudenosaunee, Haudenosaunee Wildlife and Habitat Authority. Celeste Smith, Wolf Clan, Oneida, Haudenosaunee, and Co-founder Indigenous Solidarity Coalition @ Brock with Jodielynn Harrison

Supporters of Haudenosaunee Right to Hunt offer this workshop as an opportunity for members of settler society to learn more about the Short Hills situation from an Indigenous perspective. Facilitators include Brian Skye, Wolf Clan, Cayuga, Haudenosaunee, Haudenosaunee Wildlife and Habitat Authority. Celeste Smith, Wolf Clan, Oneida, Haudenosaunee, Co-founder Indigenous Solidarity Coalition @ Brock with Jodielynn Harrison, white settler-ally of Irish, Scottish, Welsh ancestry, Co-founder Indigenous Solidarity Coalition @ Brock.

Workshop Title: Working together to build Indigenous-settler relations based on peace, friendship and respect

Haudenosaunee from Six Nations of the Grand River Territory have legal treaty rights to harvest deer at Short Hills Provincial Park located in St. Catharines, Ontario, Canada. The Ministry of Natural Resources and Forestry has accommodated these treaty rights. However, approximately 25 local non-Aboriginal community members oppose this treaty right. For the past 4 hunts, the protesters have put up a physical barricade blocking Haudenosaunee harvesters from directly entering and exiting the provincial park.

In this workshop we will work together to learn how to take concrete steps to create critical awareness for Indigenous issues, and work in solidarity to tackle systemic discrimination and anti-Indigenous racism. Specifically, we will explore the relationship between treaty rights, Indigenous self-determination, reconciliation, food sovereignty and access to land and resources.

This workshop is geared toward creating strong, positive relations with Indigenous communities. Participants are invited to consider their rights and responsibilities as treaty people. All participants interested in bringing an open mind to share and learn in an atmosphere of collaborative exchange are most welcome.

Ismaël Traoré is a McMaster University PhD Candidate in sociology with an expertise in social psychology, the sociology of health and illness, and race, racism and whiteness. His dissertation is on bystander White antiracism in Southern Ontario. He is a budding film producer that uses documentary-making to make sociological knowledge accessible and available to the public. Mr. Traoré has co-produced a documentary with Lisa Watt, PhD candidate, titled *Hamilton's Ugly Underbelly: Racism* (2005). This educational film is a counter-story of contemporary racism,

activism, and healing in Hamilton, Ontario. It is available on his website www.ismaeltraore.com

Film Title: Hamilton's Ugly Underbelly: Racism

Link: www.ismaeltraore.com or www.racisminhamilton.com

Producer's names: Ismaël Traoré and Lisa Watt (2015)

Workshop Title: It's more complicated than racist or non-racist: Understanding the White people in your life

In this workshop we will explore the development of a White racial identity. There are six stages to this development (Helms, 1990) and only a few people go beyond the fourth. The first four stages signify an Irresponsible White Identity as it pertains to issues of race and racism: Contact White, Disintegration White, Reintegration White, and Pseudo-Independent/Liberal White. Luckily, Irresponsible Whiteness can be transcended and replaced with a Responsible White Identity, which has two stages: Immersion/Emersion White and Autonomy White. Movement along this continuum is from obliviousness to a co-conspirator accomplice ethic that is more complex than allyship. During the workshop we will explore the dimensions of each stage and do an activity to determine which type of White you are and how to proceed to the next stage. Short clips may be included to facilitate discussion. The session is catered to White people but all are invited to attend. Emotional maturity and honesty are the only pre-requisites for this workshop.