Myths of White Privilege

- I don’t have wealth, so I can’t have White privilege
- White privilege means my life is perfect
- I have to feel guilty for my White privilege
Research Methodology (pilot)

Experience curiosity about a phenomenon
Literature review/Define problem
Hypothesis formulation
Research design (methods)
Instrumentation and sampling
Data collection
Data analysis
Conclusions
Revise hypothesis
What’s the point! - Why is White privilege awareness important for pre-service teachers? (activity)

What may block pre-service teachers, whom we know are majority White and female, from exploring their privilege?

1. Think to yourself
2. Share with group
3. Answers recorded

What does the literature say?
How do we define White Privilege?

Dr. Peggy McIntosh
Dr. Beverly Tatum
Dr. Gloria Ladson-Billings
Dr. William Tate
Derrick Bell
Dr. Richard Delgado
How Does Presenter Identity Impact Acquisition of White Privilege?

Dr. Peggy McIntosh
Dr. Beverly Tatum
Dr. Gloria Ladson-Billings
Dr. William Tate
McGowan and Kern
Dr. Esther Ohito
Students in a pre-service course on multicultural education will be better able to access their understanding of White Privilege from a White Male educator than from their Black female educator.
Process

1. Students randomly select a course in ME at a large PWI
2. This course is required for pre-service teachers, for others it is optional
3. Instructor is Black woman - students have no indication prior
4. Course is introduced and is not what the students anticipate
5. Instructor opens discussions on privilege and race
6. Guest presenter, who is a White male, comes to present on specifically on White Male Privilege
7. Students are asked to give feedback on guest presenter’s privilege and then journal their thoughts on White privilege, after his presentation
Privilege (pre-service teacher presentation)

- Who’s in the room? (activity)
- Discovering My White Male Privilege (.PPT)
We don’t always see our privilege…

Less whining, more hard work I say. I’m sick of people asking for handouts. No one ever handed me anything on plate.

I really hope not.
And this made me think about mine.

Three years ago I didn’t think I had any...
But I do…

- Race
- Gender
- Sex
- Relationship
- Height
- Weight
- Hair
- Eyes
- Age
- Class
- Nationality
- Accent
- Property
- Extroversion
- Ability
- Education
- Experience
- Leadership
- Language
- The list is still growing…
The perfect face.
White Privilege…

…as historically maintained hegemony over American race issues only is to deny and recess the close links between people of color in America and Britain.

Britain did not have large plantations in Britain and most Africans served in houses. (Dixon, 2007, p175).

British education is Empire and Eurocentric.

Image of Overview of the slave trade out of Africa 1500-1900
The Middle East
Images of Arab students at an international school
It’s just the way of the world, right?

• We maintained our privileged status by perpetuating the assumption that white teachers are more educated than teachers from other countries.

• We would disguise this hegemony as only needing native speakers and only going to cities like Limerick, Glasgow, and Chester with mainly white populations.

• By doing this the education system served as a form of “selective tradition” to “privilege certain sets and orders of knowledge over others” (Pinar, W. F., Reynolds, W., Slattery, P. & Taubman, P., 1995, p251).
Images of colonial films

ZULU, 1964

13 Hours: The Secret Soldiers of Benghazi, 2016
Taught privilege: School as a form of oppression

• “the school curriculum communicates what we choose to remember about our past, what we believe about our present, what we hope for the future” (Pinar, 2012, p30).

• Subtly nestled within our curriculum was “ideological hegemony” (Pinar, W. F., Reynolds, W., Slattery, P. & Taubman, P., 1995, p245).

• In individuals this produces a “distorted conception of their place in the sociocultural order and thereby serve to reconcile them to that place and to disguise the inequitable relations of power and privilege” (Pinar, W. F., Reynolds, W., Slattery, P. & Taubman, P., 1995, p245).
How does this manifest in the curriculum?

Two examples of privilege: Sexism & Racism

All of these examples are from actual textbooks previously or currently used in British or American schools.
Images of Sexism in textbooks
Images of Racism in textbooks

Figure for Exercise 90

A Mexican and his hat.

MONEY!
Find words connected to money. Look in all directions

Racism in textbooks

Photography & Wallpapers (145)

Fill in the blanks.
1. I am British.
2. I am an English teacher.
3. I am Filipino. I am a domestic helper in Hong Kong.
4. I am Japanese. I have a sushi restaurant in Hong Kong.
5. I am Chinese. Shanghai is my hometown.
6. I am Indian. I study in an international school.
Images of Racism in textbooks cont’
The world of privilege…

…I had inherited had been born from the murder, oppression, and pillage of my fellow human. It is a conversation that had been pushed so deep into the muddy waters of the British psyche that it has strained at its last breath and slowly drifted down to its death. I felt we had bifurcated ourselves as beings –them and us. We had achieved the dystopia Orwell, H. G. Wells, and, Fitzgerald predicted.
Bifurcation

• The bifurcation that has been forced upon us – male/female, white/colored, tall/short, heterosexual/homosexual all fade away in the synthetical moment. Seeing ourselves across time and space goes beyond the simplicity of a form, a vessel, a label. We all came from Africa...so, in the synthetical moment, we are oppressing our own ancestors.

• For all the privilege I am aware of, there is a myriad that I am not because I never have to be. This is not a conclusion, rather a beginning. I am an infant and my eyes are gradually opening wider to see and cannot be closed again.
Assessment of One White Man’s Privilege

- What privilege do you see in the presenter? (activity)
- Conference participant results
Results of Assessment

- Pilot results from undergraduate students (demographics and qualitative feedback)

- What do the results mean at this stage? How will we use them to design the next instrument?
DISCUSSION

● Changes - current project

● Where do we go from here?

● Thoughts from the audience
Questions

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