

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



The First Step: Pre-Service Teachers Understanding of White Privilege

Vanessa Liles, M.Ed.

Matthew Etchells, M. Ed.

UNT Equity and Diversity Conference

February 23, 2017



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



Our Hypotheses

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)

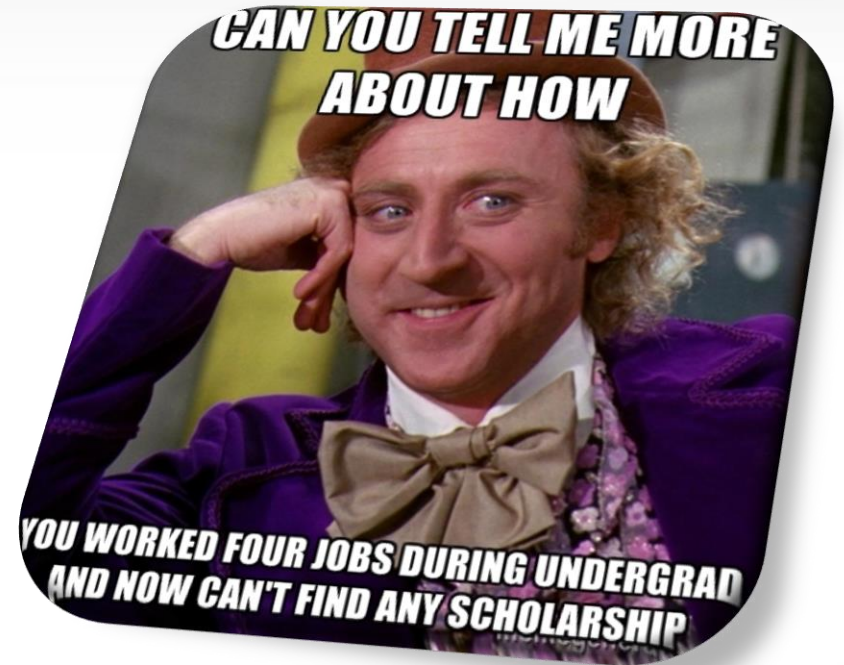


We don't always see our privilege...



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.

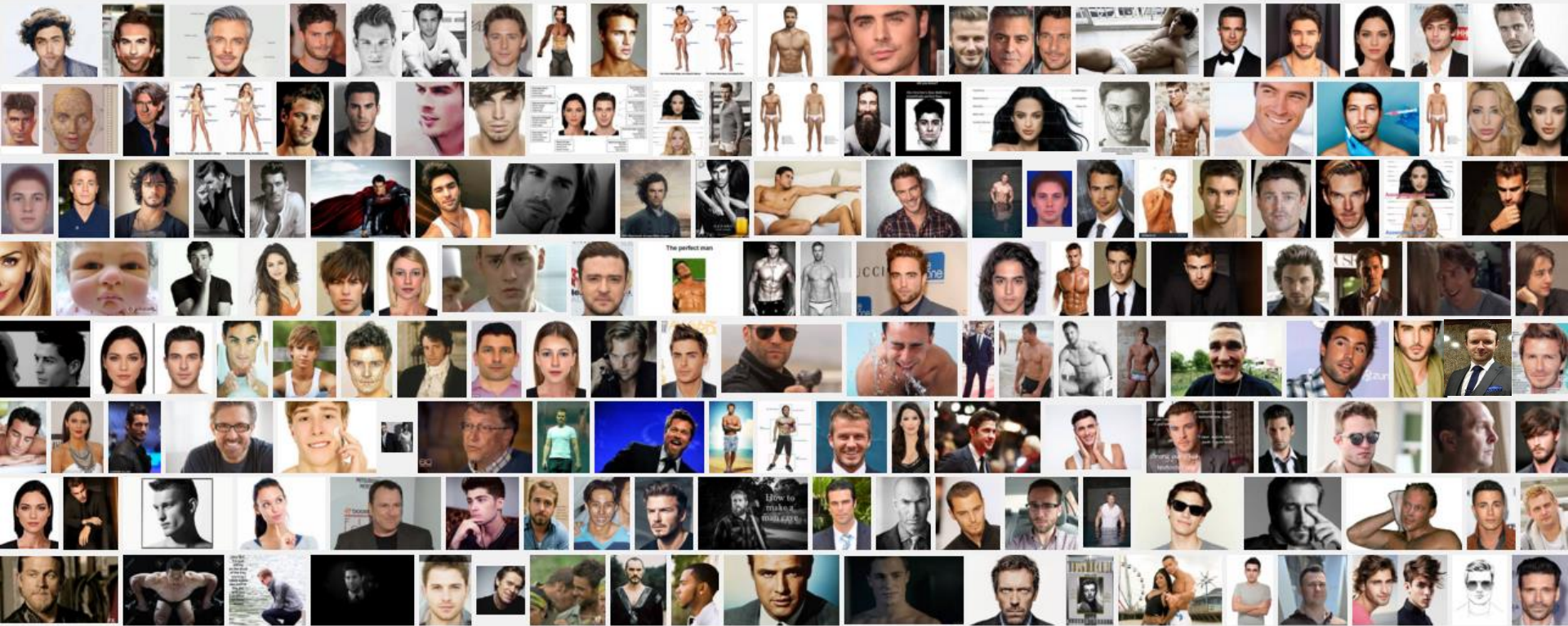


Image of Google search for the “perfect face”

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.

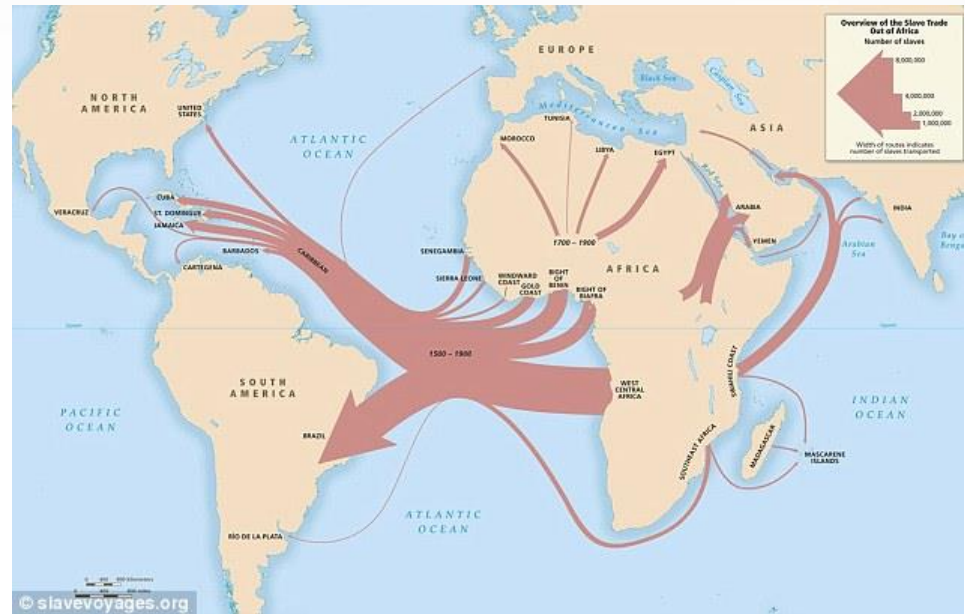


Image of Overview of the slave trade out of Africa 1500-1900

The Middle East



Image of map of 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



2. Indique le nom de l'institution que représente chacune des personnalités suivantes :



un ministre



Le président



un député

Words for People

checker teacher
elevator operator typist

8 envisioningtheamericandream.com

Words for People

policeman mailman
milkman salesman fireman

7 envisioningtheamericandream.com



- You Think
- You Approach & Court
- You Base Decisions On Fact & Experience
- You Say You Like/Love Her
- You State Your Needs
- You Have To Lead
- You Want Sex
- You Think Sex Is Primarily Physical
- You Don't Read Minds



- She Feels
- She Sits Back & Accepts
- She Bases Decisions on Emotion & Expectation
- She Tests To See If You Like/Love Her
- She Makes You Figure Our Her Needs
- She Gets To Follow
- She Witholds Sex
- She Thinks Sex Is Primarily Emotional
- She Thinks She Does

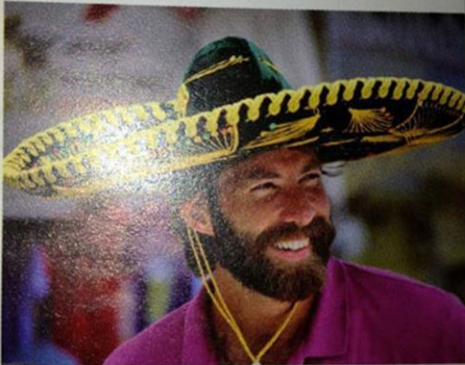
Every Day	Yesterday	Today	Tomorrow
 washes the clothes	 washed the clothes	 washing the clothes	 going to wash the clothes
 washes the clothes	 washed the clothes	 washing the clothes	 going to wash the clothes



Images of Racism in textbooks



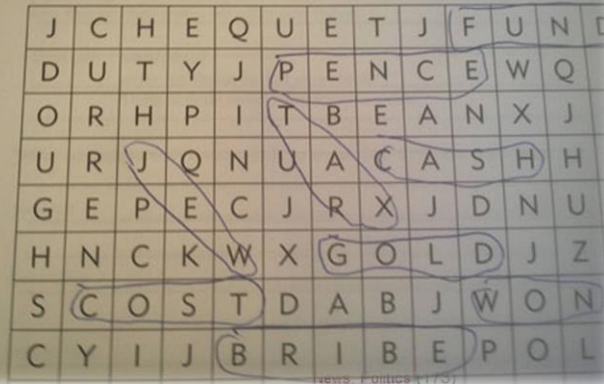
Figure for Exercise 90



A Mexican and his hat.

MONEY!

Find words connected to money. Look in all directions



Photography & Wallpapers (145)

turn n [tɜ:n]
Please stop pushing! Wait your turn.

Bitte nicht drängeln! Warten Sie, bis Sie an der Reihe sind.

risk n [rɪsk]
at your own risk
Hugh ran the risk of being arrested by the police.
I promise I won't take any risks.

Risiko, Gefahr
auf (dein/euer/Ihr) eigenes Risiko
Hugh riskierte, von der Polizei verhaftet zu werden.
Ich verspreche, keinerlei Risiko einzugehen.

trouble n ['trʌbl]
Audrey got into trouble with her family when they found out she was seeing a black man.

Schwierigkeiten, Ärger
Audrey bekam Ärger mit ihrer Familie, als die herausbekam, dass sie mit einem Schwarzen ging.

trick n [trɪk]
Many children like playing tricks on their teachers.

Trick, Streich, Falle
Viele Kinder spielen ihren Lehrern gerne einen Streich.

fun n [fʌn]
make fun of sb

Spaß, Vergnügen
sich über jdn lustig machen

way of life n [weɪvəʊlfaɪ]

Racial Identity

A Fill in the blanks.

Japanese Indian British Chinese Korean Filipino

- I am British.
I am an English teacher.
- I am Filipino. I am a domestic helper in Hong Kong.
- I am Japanese. I have a sushi restaurant in Hong Kong.
- I am Chinese. Shanghai is my hometown.
- I am Indian. I study in an international school.

Images of Racism in textbooks cont'

CHAPTER 5 Why Geography Matters: The United States

patterns of immigration

One of the defining attributes of the United States is that it is largely a country of immigrants and their descendants. About 13 percent of people in the United States are foreign born, while Native Americans, Alaska Natives, and Native Hawaiians make up about 2 percent of the population. The remaining population is descended from immigrants.

Largest Ancestry Reported by County 2000

Between 1880 and 1920 more than 4 million Italian immigrants arrived in the United States. Most settled in cities, including New York City.

The Atlantic Slave Trade between the 1500s and 1800s brought millions of workers from Africa to the southern United States to work on agricultural plantations.

The Atlantic Slave Trade between the 1500s and 1800s brought millions of workers from Africa to the southern United States to work on agricultural plantations.

500 miles

FACT!

Palestinian terrorists took over several airliners in 1970, including two American, one Swiss and one British. They targeted American planes because they felt the USA always helped out Israel, a country that occupies land that the Palestinians claim is their own. They wanted their own country – Palestine – and wanted land that Israel occupies. Terrorist acts continue today in this area of the Middle East.

BEAUTIFUL

UGLY

NETWORK HELPERS

Feelings

Draw the child's face to match the feeling.

happy	sad
proud	afraid



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

Matthew Etchells -
matthewetchells79
@tamu.edu

Vanessa Liles -
Vanessaliles@tamu.edu

