

Title: White Privilege 101
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An understanding of White Privilege is a necessary step in the multicultural development of college students. This presentation covers a historical research project on how White Privilege has developed in American society. Specifically that data here represents an alternative view of history from the early 1600s through present day. This is done in order to provoke thoughts and conversations which can transcend to student and staff developmental opportunities. The presentation will end by examining our responsibility in combating the perpetuation of White Privilege in higher education. This session should particularly benefit those interested in the social justice issues inherent to the skewed version of history commonly taught, which perpetuates the dominance of White America and the subjugation of all others.

This unfinished work's ever evolving objective is to explore the historical reality of White Privilege. This is done so under the tenant of in order to fully understand and not perpetuate the problems of the present, we must have an understanding of the past. The beginning portion of the presentation will be in lecture format covering often overlooked facets of American history from the 1600's through present day with a time line provided to all participants. Examples of those often overlooked facets are:

1676 – Bacon's Rebellion

1830 – Indian removal Act

1848 – Treaty of Guadalupe Hidalgo

1882 – Chinese Exclusion Act

1887 – Dawes Land Allotment Act

1924 – Johnson-Reed Act

1935 – National Labor Relations Act

1998 – The Higher Education Act

The end of the presentation will be drawing out in a discussion how White Privilege is perpetuated by higher education today. Our own “Calling to Justice” is the crucial final component of exploring our ownership of responsibility in combating this systematic system of oppression which forces us all to assume roles that further support the status quo.

Participants in this presentation will learn history through a different perspective, gain a greater understanding of higher education's role in perpetuating privilege, and acquire tangible examples how we all can combat this systematic oppression.

Resources used in this presentation vary. There is much historical data collected from journals such as *American Quarterly* and *History of Education Quarterly*. The research on White Privilege starts in the obvious place of Peggy McIntosh's groundbreaking work and then spreading to the myriad of articles published in both psychology and communication journals. A complete resource list follows this description and will be provided to all participants.

This presentation is valuable to all interested in White Privilege, education and social justice. It will give participants a greater understanding of the way in which history is taught, or not taught, to us all through the critical examination of our own American history. But, all of this is meaningless without the culmination of the presentation centered on our own actions and responsibilities within the leadership roles we hold.

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