

# Understanding & Dismantling Privilege

The Official Journal of The White Privilege Conference and The Matrix Center for the Advancement of Social Equity and Inclusion.

## Introduction

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Ruth Thompson-Miller, Assistant Professor at University of Dayton, Department of Sociology, Anthropology, and Social Work. She has conducted extensive research on the era of Jim Crow in the south and South African Apartheid. She has written several articles and book chapters on the topic. She has presented the research at over 30 conferences, both nationally and internationally. She has participated in two documentaries about Jim Crow. She is a McNair Scholar and a three-year recipient of the National Institute of Mental Health Minority Fellowship through the American Sociological Association. In 2013, she was the chair of the Society for the Study of Social Problems Lee Scholar Travel Fund and Mentoring Program.

Leslie H. Picca, Associate Professor of Sociology, is chairperson for the Department of Sociology, Anthropology and Social Work at the University of Dayton. She has publications in the areas of racial relations, and adolescent sexuality, including the book *Two-Faced Racism: Whites in the Backstage and Frontstage*. Her research on racial relations has been nationally recognized, and she has been interviewed by CNN, the Associated Press, Congressional Quarterly, Inside Higher Ed, Journal of Blacks in Higher Education, among others. She is a HERS-Bryn Mawr Summer Institute alumna, and a founding board member for the nonprofit Warm Welcomes foster care outreach.

Dr. Eddie Moore, Jr., currently serves as Director of Diversity at The Bush School ([www.bush.edu](http://www.bush.edu)) in Seattle, WA and is the Founder and Director of the annual White Privilege Conference ([www.uccs.edu/wpc](http://www.uccs.edu/wpc)). Dr. Moore received his Ph.D. in Educational Policy and Leadership Studies at the University of Iowa. Dr. Moore is an ex-student athlete and remains committed to the influence of athletics and academic excellence in the lives of all students.

Welcome to this special issue of *Understanding and Dismantling Privilege* (UDP), the official journal of the White Privilege Conference, published in collaboration with The Matrix Center for the Advancement of Social Equity and Inclusion. As guest editors we are pleased to introduce this issue focused on “Resistance to Teaching Antiracism.” Although we share different backgrounds and identities, our daily lives are devoted to actively challenging structural and systemic racism. It shouldn’t come as any surprise that the inspiration of this special edition comes from conversations that have taken place at the White Privilege Conference. At WPC14 in Seattle (2013), the guest editors, Drs. Ruth Thompson-Miller, Leslie Picca, and Eddie Moore, Jr., were having a conversation with Dr. Abby Ferber about the resistance faculty of color face in the classroom, even if the topic of race and ethnicity are never discussed. The conversation turned to the need for proactive strategies and best practices for managing different types of resistance. We joked that it would be great to have a manual that included tidbits such as, “If you face *X*, then *Y* . . .” At this point, Abby, one of the editors of *Understanding and Dismantling Privilege*, suggested that the three of us coordinate a special issue of the WPC journal . . . and here we are today!

Pulling together the insight and wisdom of UDP authors and readers, our goal focused on collecting the narratives of ordinary and extraordinary strategies for overcoming resistance in teaching antiracism (broadly defined). Resistance to Teaching Antiracism is not confined to experiences in the classroom with students (supposedly) subordinate to the teacher; much antiracism teaching takes place with family, friends, children, and strangers alike in a variety of settings from work, school,

home, places of worship, to broader public settings. Indeed, the broader vitriolic national attention and backlash experienced by the White Privilege Conference illustrates the consequences of resisting and challenging structural and systemic racism. (For example, check out these articles in [Inside Higher Ed](#), [Fox](#), and [The Daily Caller](#)). Each of these publications has triggered waves of hate mail aimed at conference organizers and presenters.

We are honored to share with you these 11 original papers that together tell a story of creativity, passion, hope, and active resistance. In the research articles, Yukari Takimoto Amos presents “To Lose is to Win: The Effects of Student Evaluations in a Multicultural Education Class on a Japanese Female Faculty with a Non-native English Accent,” which shares a power-shift strategy to empower students as a means of navigating resistance. “‘And Our Feelings, Just Don’t Feel It Anymore’: Re-Feeling Whiteness, Resistance, and Emotionality,” written by Cheryl E. Matias, theorizes the emotionality of resistance and how emotional investment in whiteness reinforces white supremacy. Mangala Subramaniam and Joy Kadowaki contribute to the emotional labor literature in their paper “Coping with Emotional Labor: Challenges Faced and Strategies Adopted by Instructors” where they explore how instructors teaching issues on race, gender, and class cope with resistance. Finally, the authors of “Citizenship and Social Justice: A Case Study” outline the dissonance and ramifications when antiracist social justice teaching does not fit within a color-blind curriculum. As a means of protecting the author’s identity, this paper is published under a pseudonym; identifying references were confirmed, yet have been changed for anonymity.

In the “Tools and Strategies” section, we highlight three articles that offer specific helpful tips of what has—and has not—worked in teaching antiracism. Robin DiAngelo and Özlem Sensoy describe their use of helpful silence breakers, analogies, and vignettes in their article “Calling In: Strategies for Cultivating Humility and Critical Thinking in Antiracism Education.” In the article “Transforming Resistance: Strategies for Teaching Race in the Ethnic American Literature Classroom,” Huining Ouyang describes effective practices and strategies that enable educators to foster transformative learning in teaching antiracism, such as creating an engaged learning space and utilizing collective self-reflections. In “Thinking Twice: Uses of Comedy to Challenge Islamophobic Stereotypes,” Zara Maria Zimbardo examines political humor and social justice comedy as a pedagogical tool to interrogate Islamophobic and anti-Arab narratives.

Four papers in the section on “Creative Work and Self-Reflection” offer a more self-conscious or aesthetics approach to social justice work. Olivia Perlow, Sharon Bethea, and Durene Wheeler, authors of “Dismantling the Master’s House: Black Women Faculty Challenging White Privilege/Supremacy in the College Classroom” explore the variety of strategies each uses to challenge white supremacy, such as syllabi construction and classroom community-building tactics. Using personal narratives and analytical reflection, David Frank Green, Jr., explores the negotiation of (limited) power as educators within institutional constraints in the essay “Notes of a Native Son: Discussing Race, Privilege, and Power.” The contribution, “Teaching and Learning Across Culture and Race: A Reflective Conversation Between a White Student and a Black Teacher About Overcoming Resistance to Antiracism

Practice” artfully dialogues a journey of teaching and learning about cross-cultural and antiracist education between authors Wanda Elaine Thomas Bernard and Bernedette Butler. Finally, in “The Stress and the Challenge,” Barbara Beckwith describes five recurring challenges and opportunities faced by adult education facilitators.

We received many more submissions than could fit in this one special issue, and we are grateful to the numerous authors who expressed interest in the contributing to the UDP journal. Many of these contributions will appear in subsequent journal issues, so be on the lookout for more fantastic journal issues!

We are indebted to the talents, time, and energy provided by the many anonymous peer reviewers who selflessly offered their expertise in reviewing manuscripts and offering invaluable feedback. This issue, indeed the UDP journal, would not be possible without these unsung heroes of the peer-review process.

We are so appreciative of the UDP board members and editorial team, especially Abby Ferber, for allowing us the experience of engaging so deeply with the WPC scholarly community. It has been an honor to interact with so many individuals who are committed to social justice and dismantling the system of white supremacy. Finally, this issue would not have been possible without the UDP copyeditors and staff. Moselle Bernal deserves hearty thanks for her organization, attention to detail, and infinite patience with responding to technical questions from authors, reviewers, and guest editors—we can’t thank you enough!

It has been an honor to serve as guest editors of this issue of UDP; we hope you enjoy!

In Peace and Justice,

Ruth Thompson-Miller, PhD

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Eddie Moore, Jr., PhD