

Notes from White Families and White Privilege
Table Leader: Dr. Miriam Mulow, Texas Tech University

1. Students seem to be okay with facts and knowledge, but were resistant to expressing feelings. Get them to talk about those feelings.
2. Address the silence – why is this issue so hard to talk about? This discomfort is normal and indicates growth.
3. Get them to talk about a time when they felt unheard (e.g. women taking car to mechanic) then move discussion to how that relates to white privilege.
4. Have a bowl of paper squares with the #1 on them available only before class, the day after the 1st test. Tell the students to take all they want but don't explain what they are. After the class starts and all of the ones are in the hands of just a few students, tell them they are extra credit points on the exam. The students who got none will howl and protest. Then discuss how this compared with systemic privilege – how it's nobody's fault, yet it is a real thing. Remember to tell the class, at the end, that they are not really extra credit points.
5. Avoid singling out the student of color to discuss issues of privilege and oppression.
6. Online discussion boards will often bring out discussion better than the classroom setting.