

Name	Margaret Boyd
Department	Sociology
Has your chair sent a letter to the Director of the CTL indicating his or her willingness to find coverage for your course reduction?	Yes
In which semester would you prefer to participate in the seminar?	Fall
Project Title	Teaching about White Privilege as a White Feminist

**Project Proposal (500–750 words, including a rationale, project description, a discussion of the benefit to the Stonehill community, and your "community outreach plan") -- see full requirements on the CTL website.**

Rationale: As a feminist and critical theorist, teaching about power and privilege has been a focus within all my courses. I want my students to understand and apply a critical lens to sociological research to understand and challenge inequality and oppression. This has worked well in introducing students to C.W. Mills' and the 'sociological imagination.' Students enjoy reading, critically analyzing and evaluating the literature concerning contemporary social issues and problems. Generally, I have not encouraged or fostered reflection; students have not had to take a critical look at their own personal beliefs, experiences, behaviors and/or attitudes. I would like to change this and start with my course on Race and Ethnic Diversity.

Project Description: I have generally taught this course as a critical but objective look at prejudice, discrimination and institutional racism, colorism and nativism. We look at the differences between and within racial and ethnic groups and the intersection of race and ethnicity with other categories of difference. I encourage my students to focus on the research and scholarship of race and ethnicity in the USA. I have included a statement "you will also have the opportunity to explore how your race and ethnicity has influenced your experiences and ways of seeing the world around you" – but this was never seen as critical or essential.

As a white feminist I have at times experienced confusion, guilt, tension, unease and embarrassment in the classroom when both white and minority students have shared very personal stories or have asked challenging questions. I have not adequately addressed this in the classroom and would like to learn how to include self-awareness, action, reflection and personal transformation as part of the pedagogy, practice and experience of this course. To do this I feel it is necessary to immerse myself in the scholarship of teaching about racism and white privilege as a white feminist. Specifically, I will use the TLSS to read extensively in the scholarship and pedagogy of racism and white privilege. I want to read scholarly texts and articles, identify teaching resources, websites and activities my students and I could use to enhance the curriculum and our classroom experience. This will include changing my syllabus, texts, resources and particularly my pedagogy.

I have used research and teachings by Peggy McIntosh, Tim Wise, Feagin & Sikes, Ruth Frankenberg and many others who address white privilege but I have read very little (Diane Gillespie, 2003; Gillespie, Ashbaugh & DeFiore, 2002) about white women teaching about white privilege to both white and minority students. The SOTL journals will be a place to start and I believe the TLSS will be a venue for discussion, reflection and my pedagogical transformation.

Benefits: I would like to use the Teaching and Learning Strategies Seminar to read about and learn from other scholars and practitioners about how to create a more positive and inclusive classroom environment that teaches knowledge and fosters personal, inter-personal and group reflection. I believe this will benefit my students and help me be a better teacher, mentor, scholar, colleague and activist.

Community Outreach: I want to share my work with my co-participants in the TLSS, my colleagues within my

department (either in a formal presentation or informal meeting) and if asked to participate in a roundtable or panel discussion at a future Academic Development Day session. I am also willing to share my findings, thoughts and resources with the Office of Intercultural Affairs if they would find this interesting and valuable. I also believe this knowledge will change the way I prepare my students and involve myself in community-based research projects and my research agenda.