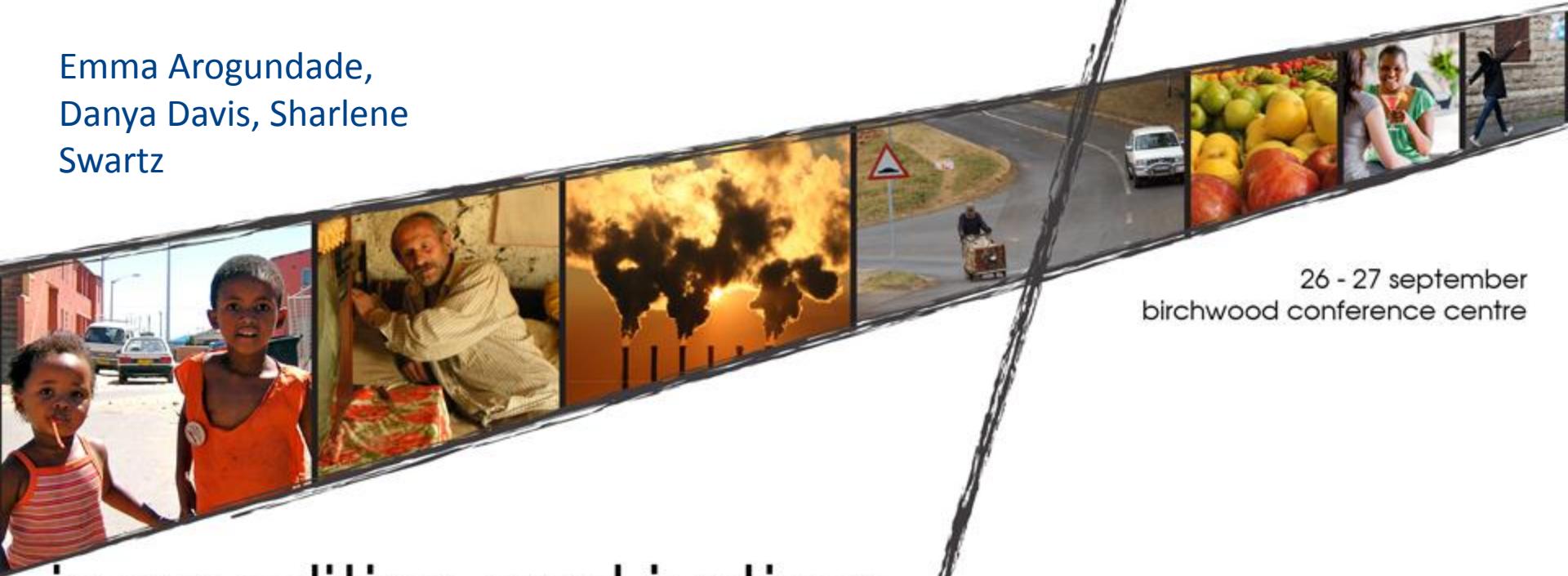


White privilege, male privilege

Examining the usefulness of Peggy McIntosh's approach for exploring intersecting privileges in South Africa

Emma Arogundade,
Danya Davis, Sharlene
Swartz



26 - 27 september
birchwood conference centre

inequalities and justice:

influences, effects, intersections and evidence



science
& technology
Department:
Science and Technology
REPUBLIC OF SOUTH AFRICA

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Encountering Peggy



Context / Methodology



Undoing intersections / demographics

RACE		
Black	63	41%
White	52	34%
Indian	9	6%
Coloured	22	14%
Asian	1	1%
Other:		
Chinese	1	1%
Brown	1	1%
Latina	1	1%
Mixed Race	2	1%
	152	100%

Class		
Rich	13	9%
Well-Off	56	37%
Upper-Middle	7	5%
Fairly Wealthy	1	1%
Affluent	1	1%
up-and-coming black class	1	1%
Middle	33	22%
Comfortable	63	41%
Working	7	5%
Poor	6	4%
Struggling	16	11%
Lower	8	5%
Non	2	1%
	214	141%

Gender		
Male	26	17%
Female	126	83%
Transgender	0	0%
Androgynous	0	0%
	152	100%

Listing privileges

- It was surprising to see how many students were in relatively oppressed positionalities that listed privileges that they have over the perceived oppressor positionalities.
- A number of students who refused to acknowledge their privilege
- How (especially gendered) privileges identified were reflections of systems of oppression

	Students that Did Not List	Students That List	Percentage of Students that Listed
List Race	15	133	90%
List Class	17	131	89%
List Gender	36	112	76%
List Sexuality	43	105	71%

Pedagogies / understandings



Closings and openings

