

Public Abstract

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The construction of academic knowledge is a dynamic process. One job of social scientists is to parse out partial knowledge from every relevant social location in order to present a structural interpretation of social phenomena. A textual and content analysis was performed on both academic texts and internet blogs that discuss white privilege from a lower class white social location to gain an academic and subjects' perspective and to discover if a disconnect between knowledge claims exist between the two perspectives. The subjects used discussions of white privilege as an opportunity to complain about class oppression. A language of race was used in place of a language of class and gender oppression because that is what the subjects' perceived was available. The analysis revealed that the subjects' perspective included partial knowledge of white privilege because class and gender oppression must be taken into account for a more accurate understanding. An analysis of the white privilege etic texts showed that class oppression was not adequately discussed by academics. Although the academic perspective used data from lower class whites, subjects' claims to partial knowledge were said to be tainted because of racial privilege. Implications of the study suggest that intersectionality must be incorporated in the etic analysis, and when it is included more effort to parse out partial knowledge must be made.