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4. **Abstract:**

Even in today’s society, race is still a big issue. People claim not to be racist but is that true or is that just their perception? In a diverse city such as NYC and Baruch College, where all different kinds of nationalities meet, live and study together there shouldn’t be room for racism. Baruch is claiming to be one of the most diverse colleges in the United States. The study will show if there are race differences or not and in how races get treated differently. But it’s not only race that makes people treat other people differently, gender also plays a role. Is there still gender inequality in today’s world.

Therefore, my main focus will be female, black and white students between the age of 20 and 25 years old. They all live in New York City, but have different backgrounds. Most of them are first or second generation here. Some of them are from Europe, Africa or America. They all have friends from several different countries. I want to get their viewpoints on what’s going on and what we can do to help to overcome those stereotypes and make each person feel as equal as the person next to him or her and it doesn’t matter what gender or race they are coming from. I interviewed 8 female students who are either black or and white and see how they feel about that issue. Also, I observe Baruch College Campus on how people treat each other there and if there is race and/or gender discrimination.

1. **Introduction:**

This project looks at Baruch College and on how race affects living, studying and working together. Race is still a big issue everywhere around the world. Even in a “melting pot” like NYC, where do different races and cultures get together, blacks claim that they are not treated equally as white people. Therefore, this leads to the question, is it true, do black people and white people don’t get treated the same way? How are they getting treated differently? Are there still white privileges’ nowadays? What makes them feel this way and what can we do about it? Nobody should ever have the feeling of getting treated differently because of race or gender.

Do students get privileges because they are white and are ‘true” Americans compared to immigrants and people of color?

People claim that they are not treating people differently because of their race but is that true? What do people even mean if they talk about white privilege.

Theoretically, white privilege refers to the ways in which white people benefit from the point that they are not a racial minority. White privilege extends into every aspect of our social and cultural lives, but it can also be a challenging concept for many people. Repeatedly, the social and cultural privileges that accompany whiteness go unnoticed by those that benefit from it, which can make accepting that white privilege exists difficult. Moreover, the context in which this privilege is often discussed can be framed in a negative way, leading some people to feel as though they are being accused of exploiting on racism or engaging in racist behavior.  It's easy to understand why someone might hesitate when a person mentions white privilege; subsequently, most people don't like to think of themselves as being racist. It's important to remember that white privilege is not something that a person actively supports; rather, it's the product of a culture that is built on a white supremacist ideology. Nevertheless, while white privilege is generally unaware, it can be manipulated and exploited, which is why it is important that we know how to identify it and understand how it affects people of all races.

1. **Literature:**

**3.1 What is white privilege?**

A lot of authors wrote about white privilege and a lot of information is out there. There is a bias between just white privilege and experiencing white privilege as a female. There are so many times when white privilege occurs but white people don’t even realize that it is happening right now. According to [Peggy McIntosh](https://en.wikipedia.org/wiki/Peggy_McIntosh), in “White Privilege: Unpacking the Invisible Knapsack”, white people enjoy advantages in society, that non-whites do not experience, as "an invisible package of unearned assets". White privilege denotes both obvious and less obvious passive advantages that white people may not recognize they have, which distinguishes it from overt bias or prejudice. These include cultural statements of one's own worth, recognized greater social status, and [freedom to move](https://en.wikipedia.org/wiki/Freedom_to_move), buy, work, play, and [speak freely](https://en.wikipedia.org/wiki/Speak_freely). For example, a white person can if he or she wishes to arrange to be in the company of people of the same race most of the time, or if a white person wants to move, they won’t have an issue finding, renting or purchasing a house or apartment in their desired area and price range.

The effects can be seen in professional, educational, and personal settings. The concept of white privilege also implies the right to assume the universality of one's own experiences, marking others as different or exceptional while observing oneself as being normal.

Interviewing black and white students at Baruch College, showed that everyone is well aware of the fact that what white privilege is. Everyone that I interviewed came up with the same concept. White people get better treatment than black people. They can do more without consequences or get looked at them weird for doing something that if a white person would do it, nobody would care about. White people having more options and are seen in a more positive light than black people.

One example for white privilege, which I got from one of the informants is, that she walked around Manhattan in 2014 for 4 month carrying a huge knife in her handbag, because she forgot to take it out after she needed it at work. She walked in the subway, bars, restaurants, club, and so on without ever get searched. She thinks she got away with it because of her look. She was never a suspect of any wrongdoing.

**3.2 How does gender affect white privilege?**

The notion of privilege is complex, especially whether we have privileged or we do not have privilege positions us to act in conflicting behaviors regarding harassment. This phenomenon is visible when women of color and white women talk about race and racism. While white women are members of an oppressed group based on gender, they still experience privilege based on race. This double victim and not victim identity often becomes a cause of tension when white women are challenged to consider their white privilege by women of color. Therefore, white females are suppressed by males but they are still privileged over black females. Black females have the worst part in society with the least options of getting where and what they want to be.

Since this paper is specified about females and white privilege we also need to take into consideration the gender aspect. Woman’s identity is shaped by several factors in life, which includes race, social class, sexual orientation, and so on. While sexism shapes the nature of womanhood, white independence looks very different than independence from other cultures. Each female's experience is shaped by the internal expectations and external perceptions of what it means to be a woman within each of these racial communities. White women have been stereotyped with purity and virtue. However black women are characterized negatively, and that stereotype is still there today.

In a case study a group of student affairs professionals were in a meeting to discuss retention and wellness issues pertaining to a specific racial community on our campus. As the dialogue progressed, Anita, a woman of color, raised a concern about the lack of support and commitment to this community from Office X (including lack of measurable diversity training, representation of the community in question within the staff of Office X, etc.), which caused Susan from Office X, a White woman, to feel uncomfortable. Susan began to cry and felt attacked. After that happened the conversation shifted and everyone tried to stop Susan from crying. People stopped caring about the actual reason why the meeting was scheduled and tried to take care of Susan instead. From the point that Susan started crying, she was no longer held responsible for her actions, she was the victim, which also relieved Office X of its responsibilities; yet Anita was held accountable for causing the entire situation, even though she made clear that she is not attacking Susan in person. This shows the natural reactions that people with privilege have while engaging in difficult dialogues surrounding social identities.

Analyzing this situation, the researcher concluded, that the responsibility as educators committed to social justice, so that people are asking different questions, treating the actual cause of the conflicts presented to us and not their external symptoms, and challenging our own notions of being "normal." (Mamta Motwani Accapadi, “When White Women Cry: How White Women's Tears Oppress Women of Color”).

**3.3 Does teaching white privilege in class affect students’ perceptions?**

However, Whites in the USA, tend to view racism as a social problem that has fundamentally been solved already and they typically believe that racial differences are confined to the distant historical. Many white individuals view themselves to be victims of reverse racism more than they view Blacks to be victims of racism. Nevertheless, evidence suggests that racism is still part of the daily lives of persons of color, not only visible but also in the form of racial microaggressions, and daily verbal, behavioral, and environmental insults and humiliations directed toward black americans, often automatically and unintentionally. Racism occurs at every college.

At a college in the Northeast professors thought students about McIntosh’s white privilege concept. Students had a pre-test and post-test questionnaires which revealed that white students became more thoughtful to issues of racism after this experience. Manners changed and students became more aware. Particularly, students became more likely to agree that: racism occurs today, racism affects their behavior, they personally benefit from white privilege, whites in modern society can be viewed as racist, and that they reported that they would be more likely to be part of student organizations or attend campus events focusing on decreasing racism.

In conclusion, introduction to McIntosh’s list of White Privileges seems to have a enormous impact on white students’ attitudes about racism. Providing students with the opportunity to study the list of white privileges, rating their levels of agreement with each item, facilitates processing of this information in enough depth to impact attitudes about racism. Finally, the list of white privileges identified by McIntosh covers a wide range of human activities, including housing, shopping, obtaining medical and legal assistance, career-training, travel, television viewing, child safety, and academic curricula. These different activities and situations are impacted by racism for persons of color and it is important for our white students to acknowledge this thought. After all, the ultimate white privilege is to experience freedom from racism in all aspects of one’s daily life and hopefully all students will eventually have this freedom, but effort and effective educational tools are necessary to achieve this goal (Boatright-Horowith, Su L., et al. “Difficult Time for College Students of Color: Teaching White Students about White Privilege Provides Hope for Change”).

One of my white interviewees thinks, that there are many advantages because of the color of her skin, whether it is being seen as more credible or polished. She never has to worry about the consequences of being pulled over by a police officer or being profiled in an airport, because of her race. She would never have to worry about there being a travel ban, like there was for the Muslim Travel Ban. If she was begging for money, she has a greater opportunity of receiving it and will not be assumed to be on welfare, taking advantage of the system. On a more minor level, she would never have to question whether she was being told a micro aggression that had to do with her skin color: “You are so articulate, exotic, the list goes on.” She is never put in the situation where she has to question whether her feelings are valid and trying to put a more positive light on it, when there does not deserve to be one in the first place. Black female students agree with that statement and most of them, that I interviewed agreed and said that they have disadvantages in live because of the color of their skin but didn’t point out in exactly what way they experienced such behavior.

**3.4 Does race play a part in campus climates?**

## According to Susan R. Ranking and Robert D. Reason in “Differing Perceptions: How Students of Color and White Students Perceive Campus Climate for Underrepresented Groups”, Students of color are more likely to experienced harassment than white students at colleges. However, female white students reported more gender harassment. Further, students of color perceived the climate as more racist and less accepting than white students did.

Existing literature suggests campus climate influences educational and social outcomes for students. Findings regarding the stark differences in perception of campus climate should raise great concerns in higher educators and student affairs professionals. The diverse perceptions of campus racial climate present a serious challenge to higher education. Given the realistic connection between perceptions of campus climate and educational and social outcomes, higher education professionals must acknowledge the importance of evaluating campus climates for underrepresented students. The distinguishing that different groups of students experience the campus climate differently must lead to interventions targeted precisely for those individual student concerns. It is important to note, that students' responses to involvement strategies differ based on the students' perceived need for climate change.

The informants that I have talked with don’t think that there is any special treatment for any kind of race at Baruch College. Everyone gets treated the same way. Some of my informants mentioned, that professors may like students that participate in class, be on time and do their homework more. But other than that, everyone gets treated equally. That may also has to do that Baruch College is such a diverse college that people can’t really prefer one race since there are so many of it. Baruch College is also proud to be so diverse and there is no room for any discrimination in any way, which all the informants agree on.

However, one professor, who is black and teaches at Baruch College also goes to MIT to take classes there. She experienced racial discrimination there. She experienced a lot of race issues in her life so far, which made her pretty upset. When she was talking about some stories and things that she had to go through, it shows that that made her pretty sad. You could tell from the sounds of her voice and her face expression that she was really disappointed about those things.

She talked about one situation that happened to her at MIT just recently. She described herself not as a typical student who goes there. She mentioned, that most students who go there, are young and white and are dress fashionable all the time. Whereas, she is a middle age, black women who doesn’t dress as fashionable as everyone else that goes there.

One evening, she was on campus and walking around there. She even had a poster with her, that she used to present something with it earlier that day in class. However, she didn’t have her student id with her. One of the security people came up to her and asked her what she was doing and responded, that she is going to school here and that she forgot her id but she wants to re enter the building. The security person didn’t believe her and escorted her out.

While she was telling me that story she almost cried, and you could tell that she felt personal offended. She said, she only got treated like that because her skin is darker. She thinks, that if she would be a white person that fits the stereotype of students who go there, she wouldn’t never have been treated like that.

Similar situations happened to her and she is always the opinion that the reason for why she gets treated like this is because of her skin color

**3.5 Does dating involve race?** In Todd Schoepflin’s article “Perspectives of Interracial dating at a predominantly white university “, he studies the viewpoints and experiences of college students regarding interracial dating. Thirty-five black students and 35 white students in attendance at a mainly white university participate in face-to-face interviews. The study concludes that black men and white women expresses more favorable positions toward interracial dating compared with black women and white men. A few of the white females soften the impact of interracial relationships, and said that there isn’t an issue and apparently not aware that there is an issue, at least for some students, especially black female students. The concept of white privilege is observed as a justification for white students' perspectives. Students who dated interracially faced social consequences, including negative reactions and judgment from friends and family members. Findings disclose that the dating setting differs for students based on their race and gender. The dating scene appears to be limited for black females at the institution under study. Black females seem to more likely only date people from their race because they feel more comfortable that way and know what they can expect and get in a relationship.

# However, this is changing. The same author did another study on interracial dating in 2011 and got different findings. The results are shifting. About half of American people have dated someone from a different race. One study found that 36 percent of white Americans, 57 percent of African Americans, 56 percent of Latino Americans, and 57 percent of Asian Americans have interracially dated. Manners in every generation have become more accepting of interracial dating: Millenials are the most accepting, with almost 90 percent approving (Schoepflin, Todd “How colorblind is love? Interracial dating facts and puzzles”).

This study from 2011 also goes with my findings in the interviews I did. All the students that I’ve interviewed dated outside of their race. They did it for racial experience, or just because they fell in love with that person not their race. Students didn’t care if the person is from the same cultural background or not. To them it’s more important, who they are and not where they are coming from.

**3.6 Does the color of skin of a professor make a difference?**

The article written by Delano-Oriaran, Omobolade O. and Marguerite W. Parks. “One Black, One White: Power, White Privilege, & Creating Safe Space” discusses the experiences of two professors, one black and one white professor, as they teach about white privilege in a college that has mostly white students. The authors examine how racial potentiality forms the classroom climates of each of the professors. The two professors debate examples that demonstrate how white privilege creates resistance in the courses. Additionally, the article presents how this positionality shapes their own instruction, interactions with students, and classroom climate, as well as the power dynamics that arise within the classes.

Although their races vary, the two professors both faced denial and conflict when introducing white privilege and have learned to respond by creating safe spaces to guide students to understanding white privilege and teach them about it.

Professors should be able to remain flexible in creating safe spaces in classrooms for every student. Shifting power dynamics and creating safe spaces for both students and faculty can lead to empowering teachers and open, honest, and critical conversations around white privilege, and existing racism.

While students leave these two professors’ classrooms stuck with questions, the strategies applied from their differing racial positions give students beginning skills to move beyond the holdups created through the introduction of the threshold concept of white privilege. Students are beginning to look beyond their personal experiences and at the larger systemic issues that impact on education and society and start to think for themselves.

All of my informants besides one agreed that white privilege still exists. One informant strongly agrees that white privilege exists today in every aspect, whether it is education, the justice department, etc. Your life is shaped by the background you came from, and because of white privilege, African Americans are less likely to express social mobility, due to being seen as less credible. People are more likely to go to a Woman’s March, as opposed to a Black Lives Matter protest, demonstrating fear of losing this privilege. She watched a video where two friends were looking for apartments, and the realtor gave the white man access to see the place but told the African American that the place was already rented out. The fact that an African American have to do a lot more to be seen as competent as a white individual in the same task demonstrates the presence of white privilege. People bring up gun shootings and presidents as an example. One informant mentioned, that for instance, a recent CNN polls reveals that majority of Americans prefer a white president than a black president.

Another informant has the opinion that white privilege still exists but is getting better and people are working on it but it will be a long process. If everyone tries to work on their own behavior and accept that people are different the gap between races will continue to close. On the other hand, she does not like the fact that wrongdoers like to blame their actions on the problem of race privilege because this will only increase the issue.

1. **Conclusion**

As a conclusion, we can say that white privilege still exists. People are aware of it, some are more than others. It is an important topic that involves everyone in society even if some people don’t want to be part of it.

Having said that, after introducing the topic to some informants, people didn’t want to state their opinions about it. Some of them even said that they don’t want to answer the questions because they are not involved in it and don’t have any experience with it. Some could argue that this is white privilege; thinking not to be involved in such a global issue is being very naïve.

Also, I observed that people hold back. A lot of the informants are people that I know they have strong opinions about that topic but they didn’t feel comfortable to elaborate more on it.

However, some have a stronger opinion than others but in the end most people agree that white privilege still exists and it is our job and duty to work towards a united society without privileges of any gender or race. We are all human beings and nobody should be judged by it. We can’t choose who we are so we shouldn’t be judged by looks or cultural backgrounds.

Furthermore, everyone is special and unique that is what makes people who they are.

1. **Literature Review**

Accapadi, Mamta Motwani. “When White Women Cry: How White Women's Tears Oppress

Women of Color.” College Student Affairs Journal, vol. 26, no. 2, 01 Mar. 2007, pp. 208-215. EBSCOhost.

This article emphases on the tension that occurs as the result of the connection of social identities, namely gender and race. Through examination of a case study the author considers different ways in which white women benefit from white privilege within interactions with women of color.

McIntosh, Peggy. “Unpacking the Invisible Knapsack”, July/ August 1988.

In "Unpacking the Invisible Knapsack" Peggy McIntosh, lists many ways how white people seem to be immune to racism that other races experience.  She gives examples from her life of things she does that any other race would have to think twice about.  White people in this country are not stereotyped the way that other races are.  They do not live in fear of being a victim of racism because they are not used to that and they don’t have to get used to it.  Being white is viewed as the norm in American society, while it is also a norm to treat anyone who is not white differently.  McIntosh makes this clear in her observations of her personal life and gives examples on how we can change that.

Rankin, Susan R. and Robert D. Reason. “Differing Perceptions: How Students of Color and

White Students Perceive Campus Climate for Underrepresented Groups.” Journal of College Student Development, vol. 46, no. 1, 01 Jan. 2005, pp. 43-61. EBSCOhost.

Using a campus climate assessment instrument developed by Rankin, the authors interviewed students from 10 campuses and tried to find out if students from different racial groups experience college/ campus life in different ways. Students of color are more likely to experienced harassment than Caucasian students. However, female white students reported more gender harassment. Additional, students of color perceived the climate as more racist and less accepting than white students did. White students recognized racial harassment at similar rates as students of color. Suggestions are offered for understanding campus climates, providing appropriate interventions, and overcoming white privilege.

Boatright-Horowith, Su L., et al. “Difficult Time for College Students of Color: Teaching White Students about White Privilege Provides Hope for Change.” Teaching in Higher Education, vol. 18, no.7, 01 Jan. 2013, pp. 698-708. EBSCOhost.

This article discussed racism and "racial microaggressions" on college campuses and the negative effects of these events for students of color. It describes a way on how to change whitestudents**'** attitudes towards racism is presented with an experimental evaluation of its effectiveness. Students read McIntosh's list of whiteprivilegesrating their agreement that each item is a whiteprivilegein modern US society. Different tests showed that students became more aware of the issue after they learned in class about it. Students became more likely to agree that: racism occurs today, racism affects their behavior, they personally benefit from whiteprivilege**.**

Schoepflin, Todd. “Perspective of Interracial Dating at a Predominantly White University.”

Sociological Spectrum, vol. 29, no. 3, May/Jun2009, pp. 346-370. EBSCO host, doi:10.1080/02732170902761982

Schoepflin studies the viewpoints and experiences of college students regarding interracial dating. Thirty-five black students and 35 white students in attendance at a mainly white university participate in face-to-face interviews. The study concludes that black men and white women expresses more favorable attitudes toward interracial dating compared with black women and white men. A few of the white females downplay the impact of interracial relationships, and said that there isn’t an issue and apparently not aware that there is an issue, at least for some students, especially black female students. The concept of white privilege is examined as an explanation for white students' perspectives. Students who dated interracially faced social consequences, including negative reactions from friends and family members. Findings reveal that the dating scenery differs for students based on their race and gender. The dating pool appears to be limited for black females at the institution under study.

Delano-Oriaran, Omobolade O. and Marguerite W. Parks. “One Black, One White:

Power, White Privilege, & Creating Safe Space.” Multicultural Education, vol. 22, no. 3-4, 01 Mar. 2015, pp. 15-19. EBSCOhost.

This article discusses the experiences of two professors as they teach about white privilege in a college that has mostly white students. The authors discuss how racial potentiality shapes the classroom climates of each of the professors. The two professors discuss examples that demonstrate how white privilege creates resistance in the courses. This article shares their experiences of teaching white privilege in predominantly white institutions and explores how the authors believe their raced positionality brings different reactions in the classroom. Additionally, the article presents how this positionality shapes their respective instruction, interactions with students, and classroom climate, as well as the power dynamics that emerge within the classes. The authors tell the stories of these teachers, present pedagogical implications, and share some of the strategies found helpful in developing "safe spaces." At the end, the authors separate and share a Black and white perspective as well as strategies they believe have increased the ability to engage in critical discussions of white privilege.

1. **Appendencies:**

**6.1 Consent Form**

**Consent Form for Participation in a Student Research Study**

**Baruch College**

**Title of Study: Perception about race at a diverse College such as Baruch College?**

**Description of the research and your participation**

You are invited to participate in a research study conducted by Theresa Sonntag. The purpose of this research is to investigate young black and white people treat each other at school and outside from it. Is there still a racial difference or did we overcome that boundary?

Your participation will involve being interviewed by the researcher and includes answering 10 questions that are selected by me. The interview will take around 1 hour to complete and will give me viewpoints on how society thinks about this issue. The interview will be an audio-recorded in person interview

**Risks and discomforts**

There are no known risks associated with this research.

**Potential benefits**

There are no known benefits to you that would result from your participation in this research. This research may help us to understand what we need to do so there won’t be race discrimination.

**Protection of confidentiality**

At any time during the interview, the interviewee can ask the tape recorder to be turned off, not answer a question, or refuse to participate further. Confidentiality and anonymity are guaranteed. No one will have access to the interview information you provided except the researcher, and no one will be able to see your identity in the final research report. The tapes and the transcript will be able securely stored at the researcher’s home.

**Voluntary participation**

Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

**Contact information**

If you have any questions or concerns about this study or if any problems arise, please contact Theresa Sonntag at Baruch College at theresa.sonntag@baruchmail.cuny.edu. If you have any questions or concerns about your rights as a research participant, please contact my faculty advisor on this research, Prof. Maxine Weisgrau at Maxine.Weisgrau@baruch.cuny.edu.

**Consent**

**I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.**

Participant’s signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A copy of this consent form should be given to you.

**6.2 Transcripts informants**

**6.2.1 informant 1**

The female informant is white and has been to Baruch college since Fall 2015. She is not involved in any campus activities.

She is Caucasian and am half Italian and half Armenian. She was born in Long Island, NY. She considers herself to be an American since she does not engage in cultural practices of either culture on a regular basis. However, she enjoyed learning about Italian culture when she studied abroad and plan to do the same when she goes on birthright in Armenia this summer. Her parents and grandparents’ generations are living in the United States, but her great grandparents are deceased. She regularly keeps in touch with her parents and grandparents, whether it is a visit or a phone call. She is currently not dating anybody and has never dated anyone, but she has been pursued by both African American and white males and did not display an interest. She would feel comfortable dating someone of either race, but she would feel uncomfortable going to their place if it was not in a nice area. That is a bias that she is exploring. However, if she were in that situation, she would understand the need of being culturally conscious and ask how his or her culture affected his identity today, rather than simply ignoring it and being colorblind. There is a general assumption that white people are seen as having higher social class, which is deemed as more attractive.

Most of my friends are Caucasian, but she is close with a few friends who are Korean and identify with that part of their identity. She also enjoys meeting people from Europe since she was thirteen years old, when she went to sleepaway camp. White Privilege to her means having the ability to be viewed in a more positive light, even when the same action was committed, as well as having more opportunities because of your race. For example, if the shooter in an attack was white, then he or she is seen as having a complicated mental illness, which is responsible for the problem. The response is typically, “thoughts and prayers for the victims.” However, if the shooter is from a terrorist group or has darker skin, he or she should “receive the death penalty.” In reality, they are both terrorists but are perceived differently because of their skin.

She has never experienced that a professor prefers a certain type of student, but this could also be due to her privilege in not having to think about it. Depending on the class, certain students might be preferred. She took Diversity class, and while the teacher did not show favoritism, she often called on the students who are African American in her class. At first, she didn't think this was fair, wanting everyone to have a chance to speak. She then said to herself, “This maybe one of the few times that they feel validated to express their opinions.” She realized she was showing her privilege in this instance and now understand the negative repercussions of having this kind of thinking,

The race gap is getting larger due to white privilege, and there is an intersectionality between race and socioeconomic status. This means that African Americans end up in the not as nice neighborhoods, and this has occurred since realtors do not trust their ability to make the rent. Additionally, the Criminal Justice System is contributing to the widening of that gap. Brock Turner only served three months in jail for raping someone since they were afraid to ruin his swimming reputation. However, if someone were African American, the time served would be much greater plus even more consequences. Police brutality also contributes to this and how the justice system says that each of the police officers involved were acquitted.

There are many advantages because of the color of her skin, whether it is being seen as more credible or polished. She never has to worry about the consequences of being pulled over by a police officer or being profiled in an airport, because of her race. She would never have to worry about there being a travel ban, like there was for the Muslim Travel Ban. If she was begging for money, she has a greater opportunity of receiving it and will not be assumed to be on welfare, taking advantage of the system. On a more minor level, she would never have to question whether she was being told a micro aggression that had to do with her skin color: “You are so articulate, exotic, the list goes on.” She is never put in the situation where she has to question whether her feelings are valid and trying to put a more positive light on it, when there does not deserve to be one in the first place. She very strongly agrees that white privilege exists today in every aspect, whether it is education, the justice department, etc. Your life is shaped by the background you came from, and because of white privilege, African Americans are less likely to express social mobility, due to being seen as less credible. People are more likely to go to a Woman’s March, as opposed to a Black Lives Matter protest, demonstrating fear of losing this privilege. She watched a video where two friends were looking for apartments, and the realtor gave the white man access to see the place but told the African American that the place was already rented out. The fact that an African American have to do a lot more to be seen as competent as a white individual in the same task demonstrates the presence of white privilege.

**6.2.2 Informant 2**

This interview was interesting, because that was my first interview were my informant told me, that white privilege doesn’t exist. It was her opinion, and she is feeling very strong about it. She backed it up with good information from her life experience.

The informant understands the concept of white privilege but in her opinion is doesn’t exist. Everyone gets treated the same way and people get hired because of their skill sets and not for who they are or where they come from.

However, this is interesting because the book: “White Privilege: Unpacking the invisible knapsack” by Peggy McIntosh tells a totally different story. It lists many ways how white people seem to be immune to racism that other races experience.  She gives examples from her life of things she does that any other race would have to think about twice.  White people in this country are not stereotyped the way that other races are.  They do not live in fear of being a victim of racism because they are not used to that and they don’t have to get used to it.  Being white is viewed as the norm in American society, while it is also a norm to treat anyone who is not white differently.  McIntosh makes this clear in her observations of her personal life and gives examples on how we can change that.

Every person I interview so far agrees with McIntosh. But this informant doesn’t. She thinks the opposite of all the other interviews that I have conducted so far. Therefore, it is a valuable interview because it also shows another side to the issue.

Asking her about her dating experience was interesting because where she grew up, Albania, you only get married once and forever. She says she doesn’t have anything again intercultural dating but she never made any experience with it. She only dated one man, who is from Albania and that’s it. However, she claims that she has many international friends and therefore isn’t racist.

According to Su L. Boatright-Horowith in the article “Difficult Time for College Students of Color: Teaching White Students about White Privilege Provides Hope for Change” a lot of college students don’t think that white privilege exists. This article describes a way on how to change white students' attitudes towards racism is presented with an experimental evaluation of its effectiveness. Students read McIntosh's list of white privileges rating their agreement that each item is a white privilege in modern US society. Different tests showed that students became more aware of the issue after they learned in class about it. Students became more likely to agree that: racism occurs today, racism affects their behavior, they personally benefit from white privilege.

Therefore, I am curious if my informant would change her mind after reading McIntosh or if she would still think, that everything you get is because of hard work and the color of your skin or your ethnicity has nothing to do with it.

**6.2.3 Informant 3**

The student I interviewed is a white female student that goes to Baruch for 2 semesters now.

She was born and raised in Germany. She came to New York by herself in 2014 (in the age of 22) and until then the student lived with her family in a small town with 4000 citizens. She was born in a middle-class family were both parents are working in office/management jobs.

She is currently in a relationship with a first-generation American male, who is born and raised in Manhattan. In her past, she dated people from different ethnicities. Also, everybody she dated was interested in her background and appreciated my “German” traits. She gets often described as honest, “real”, back to earth, kind and smart. Sometimes she is too blunt and speaks what’s in her mind, whereas Americans prefer to “speak with a filter/do not share every thought honestly”.

Since she came here she made a lot of friends that are from all different parts of the world. She works with Indians, Asian, German, English, African people. With some of them she is closer than with others but she does not select her friends based on ethnicity

For her, the concept of white privilege is the preferred treatment of white people. She understands the concept and she mentioned that she has experienced white privilege before. For example, the way she gets treated in New York. She was waiting in front of the security check line for a friend of mine for 15 minutes. She was not eyed weirdly or questioned why she was standing at a security point for 15 minutes. A black man, was standing next to her for 3 minutes and a police officer walked over and asked him to move/get going and he didn’t say anything to her. In her opinion, being a tall, white, blond, blue eyed, skinny girl definitely helps.

Also, she thinks that she has advantages in society. She is never a suspect of any wrongdoing. For example, she walked around Manhattan in 2014 for 4 month carrying a huge knife in her handbag, because she forgot to take it out after she needed it at work. She walked in the subway, bars, restaurants, club, and so on without ever get searched. She thinks she got away with it because of her look.

At school college professors do not prefer any type of student based on race. She made the experience that they prefer students who show up on time, finish assignments on time and participate in class. Unfortunately, she thinks that people who fail to “play by the rules” often excuse bad grades or different treatment with the professor being racist.

Therefore, in her opinion white privilege still exists. It is getting better and people are working on it but it will be a long process. If everyone tries to work on their own behavior and accept that people are different the gap between races will continue to close. On the other hand, she does not like the fact that wrongdoers like to blame their actions on the problem of race privilege because this will only increase the issue.

**6.2.4 Informant 4**

The student that I interviewed is female white and goes to Baruch since fall 2016. She is not involved in any campus activities.

She is 20 years old and born and raced here in the New York City. She considers herself American-white.

She is first generation here. Her parents immigrated here from Spain. She has only contact to a view family members back in Spain.

In her opinion, the concept of white privilege can have multiple meanings but she would define it as being accepted of having easier access to anything just by having a white skin color. Society involuntary caters to the needs of white people and led to those of minorities.

The informant is currently not dating anybody. She has dated men from different cultural backgrounds before. She dated them because she liked their personality and their ethnicity and/or cultural background had no influence on her feelings.

She has a lot of friends from Europe white and some of them are Asian American as well.

The interviewee doesn’t think that professors have any preference of students or at least she never experienced anything like that.

She agrees that there is still a race gap in today’s society. As an example, she mentions the police brutalities against black people.

Therefore, she thinks that she has advantages in society because of her skin color. And mentions that white privilege can be experience and noticed in even the simplest or smallest life experiences such as like who gets picked first in a school team.

**6.2.5 Informant 5**

The student that I Interviewed is a black female student, who has been studying at Baruch for the past three years. She is not involved in any campus activities. She would love to be but right now she doesn’t have time for it.

She is born in the United States, while both of her parents and siblings are born in the

Dominican Republic. She considers herself to be an American Dominican. She has a few family members that live in the United States. However, they barley see each other, maybe once or twice a year.

She thinks that she has a certain understanding when it comes to white privilege. White privilege for her being able to do certain things because you are “white”.

She is currently dating someone from Dominican Republic. In the past, the informant has been dating intercultural and she thinks that the culture shouldn’t stop anybody from dating someone.

The informant has friends from all over the world. She has friends from a lot of different

ethnicities. Which is Chinese, African American, white, Arabic, those are the few that popped in her head at the moment.

At school, she never felt that a professor prefers any student over another. A professor might interact more with a student who participates in the class more often but that doesn’t depend on race.

To the question, if there is still a race gap she strongly says yes and backs it but with and example from gun violence with the police. Black people have to be more scared to get shot than white people for the same thing.

She never experienced any disadvantages because she is considered black but she never

experienced any.

For the question if white privilege still exists she only answered short: “yes, it does. Trump still exists”.

**6.2.6 Informant 6**

The female black student that I interview goes to Baruch College since 2015 and is part do the soccer club. She is black, and born Nigeria. She considers herself African.

The student has one generation of her family here but she is not in contact with them.

White privilege is for her a term that use to describe a perceive societal advantage that white have over the black in wealth creation.

The student is currently single but has been dating an Asian girl. That cultural background is different because cross cultural dating helps get rid of both unknown and unknown biases.

She also has many friends from all over the world. India, Korea, Saudi Arabia, etc.

The interviewee thinks that college professors prefer a certain type of students, for

instance students who come on time every time compared to those who don’t, but not in race.

However, she agrees that there is still a race gap between black and white people, for example wealth. Statistics shows that there are wealthier white people than black people.

She also thinks that because of her color she always has disadvantages in her life.

As a conclusion, she says white privilege still exist. For instance, a recent CNN polls

reveals that majority of Americans prefer a white president than a black president.

**6.2.7 Informant 7**

The female informant is black and has been studying at Baruch college for one year now and is not involved in any campus activities. She considers herself African and black but it born in North Carolina.

She has one generation of her family her and she keeps in touch with them.

She is currently dating someone who is also black. But she also has been dating other ethnicities and people from different cultural backgrounds because of the cultural opposites.

She would define white privilege as the assumption of excellence or superiority and the giving of “the benefit of the doubt” to someone you know nothing about.

She has friends from all over the world and is not picky about who she considers a friend and who is not.

Her answer to if college professors prefer at certain type is, that it is subjective and maybe depends on cultural similarities. She suggests, that it could be easier to teach people that are similar to you since they come from the same backgrounds. Cultural differences might suggest teaching could be a little harder.

She agrees, that there is still a race gap. For example, as a percentage comparison, white

people are more likely to get a job after college than black people with the same degrees. Unemployment rate is high among educated blacks compared to educated whites.

However, she does think that she has an advantage in society because of her skin color.

The interviewee does agree that white privilege still exists, for example in international

business (specifically global real estate and construction). The opinions of any individual other than a white woman is secondary. The assumption of excellence if given.

*Ask yourself this question,....how many times have you seen a 5’2” old Latina lady as a pilot? how would you react if she was the pilot in your next flight?*

**6.3 Expert Interview**

To get an outside perspective on the topic, if there is still white privilege at Baruch College, I interviewed an expert. In that case, it is a Professor at Baruch College. She has been teaching at Baruch College for some time, but doesn’t teach there anymore.

She is a black middle age African-American. She did her MBA and her Ph.D. in Chicago where she also successfully worked for some big companies there before she moved to New York City. She currently lives in Brooklyn. She taught at Baruch College for a couple of semesters and she goes to school at MIT where she is trying to get another Degree in fashion.

I took one of her classes. While she was teaching she often mentioned race and class and ethnicity differences, so I thought that would be someone interesting to interview and talk to as she can talk to me about the experience first-hand.

The interview was very interesting and it gave a new perspective on the topic. The professor was telling me a lot of her experiences at Baruch College and in her private life.

She experienced a lot of race issues in her life so far, which made her pretty upset. When she was telling me about some stories and things that she had to go through, it shows that that made her pretty sad. You could tell from the sounds of her voice and her face expression that she was really disappointed about those things.

She told me about one situation that happened to her at MIT just recently. She described herself not as a typical student who goes there. She mentioned, that most students who go there, are young and white and are dress fashionable all the time. Whereas, she is a middle age, black women who doesn’t dress as fashionable as everyone else that goes there.

One evening, she was on campus and walking around there. She even had a poster with her, that she used to present something with it earlier that day in class. However, she didn’t have her student id with her. One of the security people came up to her and asked her what she was doing and responded, that she is going to school here and that she forgot her id but she wants to re enter the building. The security person didn’t believe her and escorted her out.

While she was telling me that story she almost cried, and you could tell that she felt personal offended. She said, she only got treated like that because her skin is darker. She thinks, that if she would be a white person that fits the stereotype of students who go there, she wouldn’t never have been treated like that.

Similar situations happened to her and she is always the opinion that the reason for why she gets treated like this is because of her skin color.

There are small things, that white people never have to worry about because it’s totally normal and ok for them doing it but other people need to think twice about it. Black people get judged more easily.

Another story that she told me is that one day in her class a student’s wallet was missing. The student asked in class if anyone had seen it. In that class, she was the only person of darker color. Nobody directly pointed to finger on her and accused her for it, but the way they looked at her and they treated her was different. They judged her for stealing it even though the students didn’t have proof for it. Later, it turned out that the student lost it in the hallway. She was getting a snack and put the wallet on top of the vending machine and forgot it there.

However, this situation made her feel very uncomfortable and less worthy because of her skin color. Nobody should ever have to feel that kind of way.

Therefore, white privilege still exists in her opinion. It is very hard to oversee those details in every situation. Maybe once or twice it would be ok. But that women faces situation like this a lot which makes it clear that there is still something going on. If it’s only white privilege or if it’s also a mix between gender and race needs to have some more research but so far, this interview showed that not everyone gets treated the same way.

There are still certain things that people get treated differently for. The professor is fighting for a better future for all of us. She is trying to make this issue an open topic and she is telling people what had happened to her so people start to think again on ways how they treat each other. She doesn’t want that what she experienced happen to other people.

“We all shall be equal! I’m fighting for it and you should too.” that’s what the professor told me at the end of the interview, which made it personal to me as well. She is fighting for equality and she is totally passionate about it.

After talking to this expert I can conclude that in her opinion there is still race discrimination and white privilege out there. She made it her mission to change that and with telling stories about what happened to her she is trying to get awareness and to make people think twice on how everyone treats each other. Nobody should feel discriminated because of the skin color they have or their ethnicity.

**6.4 Research map**

The block I chose is around Baruch College. My research study is about race difference between black and white people at school. Therefore, Baruch college is one of my main research places.

The campus looks nice and it is located between 24th and 25th Street, between Lexington and 3rd Avenue. There are three large buildings that belong to the college but I only observe two of them. One of them is the Library building and across from it is the Vertical Campus. In between there is an open area that has chairs and tables out with a bunch of food carts around. There are also on each side 3 benches located on the sidewalk and some trees and some smaller plants. The street is called Bernard Baruch Way.

3 - On the north side is the Library building located. It is made out of stone but it’s very tall. If you walk towards the west there are more buildings that don’t belong to Baruch College. The building has two American flags and a Baruch flag.

5 - There is a bagel store at the north-west corner of 3rd Avenue, which is called “Bagel Express”. In between the bagel shop and the library building there is a residential property. If you don’t know the property you would assume otherwise. Which can pass for a hotel since every other day a new hotel pops up.

1 & 2 - Before the library building there is a small store. It’s called “Poke Zone one”. It is right at the corner of 24th street and Bernard Baruch Way located. They sell different kind of refreshments there. They also have student discounts. Next to it is a small residential building. All the building on the north side are connected to each other.

6 - The William and Anita Newman Vertical Campus building is in the south and looks very modern and new. It has lots of glass and metal elements as a façade. Most of the buildings around look very charming and are very monumental since there from prewar times.

7 - Next to the Vertical campus on the south west side there is a restaurant called “Dog & Bone” and an Asian restaurant. It’s right next to each other. Both restaurants don’t seem busy during that time. The two buildings are connected to each other.

Mostly, I was observing the outdoor space on Bernard Baruch Way. Students, who are there are very diverse – there’s Caucasian people, Latino people, Colored people Asian people and last but not least Arab people all over the campus. Some are short some are tall. Some students are dressed casually or wearing sweatpants and there are others who are wearing business attire. A lot of students hang out there during breaks and especially for lunch time. I was observing them on Wednesday September 20th between 11.30am and 12.15pm. The closer it gets to 12pm, the more crowded it gets on the plaza. The students who are there are usually younger age group sometimes mixed with an older crowd and of mixed gender and race.

Most people who are sitting on the chairs at the table are either having lunch or having their MacBook put and it seems like they are studying. Some tables are just sitting there and chatting. It doesn’t seem like people care where everyone is from. It seems like the people who know each other get along well but they won’t talk to anyone else. The positive thing also is that people don’t keep to themselves their very friendly and open to meeting new people.

On the corner of 25th and Lexington Avenue people are standing there and smoking. That’s an area where they are allowed because on campus there are signs that smoking is prohibited. Almost everybody is male and students between 20 and 30 years old. Again, the dress code is very diverse - students with suits and others with sweatpants and a hoodie.

So far, I did not observe anything that leads to racism. Everyone gets treated the same way and everyone has diverse friends. Practically it’s in the middle of everything one of the busiest shopping centers in the world also which there’s nonstop sirens almost every other hour. I’m very aware of my surroundings and very observant, which makes sense since were in one of the biggest cities in the entire world so, this catch phrase makes a lot of sense when you see something say something. This is how I came to my conclusion of my mapping exercise.