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# McIntosh as Synecdoche: How Teacher Education's Focus on White Privilege Undermines Antiracism

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In this article, members of the Midwest Critical Whiteness Collective argue that Peggy McIntosh's seminal “knapsack” article acts as a synecdoche, or as a stand-in, for all the antiracist work to be done in teacher education and that this limits our understanding and possibilities for action. The authors develop this argument by questioning the lack of critique of McIntosh's 1988 classic “invisible knapsack” article and sharing two narratives by members of their collective that illustrate problems with both the acceptance and the rejection of McIntosh's conception of white privilege. This discussion illuminates how white privilege pedagogy demands confession and how confession is a dead end for antiracist action. The authors also explore how McIntosh's ideas can lead to dangerous misreadings of student resistance. Acknowledging the initial fruitfulness of McIntosh's ideas, it is time for us to move to more complex treatments of working with white people on questions of race, white supremacy, and antiracism.

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In their piece entitled McIntosh as Synecdoche: How Teacher Education’s Focus on White Privilege Undermines Antiracism, the Midwest Critical Whiteness Collective delve into the need for complex, intersectional analysis of privilege while recognizing that White people must still remain accountable across difference and work to undermine systems that afford them privilege. White privilege is real, but it is not experienced the same by every White person. What White privilege looks like for a “broke White person” is not the same thing as for a wealthy White person, and our conversations about pri... McIntosh as synecdoche: How teacher education's focus on white privilege undermines antiracism. 1.Preface 2.Chapter 1: Race and Education a.Race and Racial Categories: A Modern Invention b.White Lives c.White Teachers in Schools d.Conclusion 3.Chapter 2: Charlotte's Losses: Racial Fears and... Continue Reading. 1. McIntosh as Synecdoche: How Teacher Education's Focus on White Privilege Undermines Antiracism. Article. Full-text available. In this study of White teacher identity literatures, we historicize, define, and advance second-wave White teacher identity studies in education research and teacher education. First, we provide a discussion of methodology used to conduct this study called the synoptic text. Second, we provide an historical account of White teacher identity studies View. Writing, Race, and Creative Democracy. McIntosh as synecdoche: How teacher education’s focus on white privilege undermines antiracism. Harvard Educational Review, 83, 410–431.10.17763/haer.83.3.35054h14l8230574 [Article], [Google Scholar]. Levine-Rasky, C. (2000). McIntosh, P. (1988). White privilege and male privilege: A personal account of coming to see correspondence through work in women’s studies (Working Paper 189:1–20). Wellesley, MA: Wellesley Center for Research on Women. [Google Scholar]. McWhorter, J. (2015, March 15). McIntosh as synecdoche: How teacher education’s focus on white privilege undermines antiracism. Harvard Educational Review, 83(3), 410–430.CrossRefGoogle Scholar. Leonardo, Z. (2013). White privilege and male privilege: A personal account of coming to see correspondences through work in women’s studies (Working Paper 189). Wellesley, MA: Wellesley Center for Research on Women.Google Scholar. McIntyre, A. (1997). Constructing an image of a White teacher. Teachers College Record, 98, 653–681.Google Scholar. Morrison, T. (1992).