

### McCarthy Clip 3 Transcript

STUDENT: I was thinking that it's interesting that here on 580 we have the working class whites' voices. Because I think we haven't read anything that included their voices before. I think it was mostly slave owners and the white elite-- the people running the government. And this is the first time we're hearing what the working class whites' feel about the blacks, and what's at stake for them, which might be different than the political elite-- what they're afraid of. And it seems like, I don't know-- are these carpenters literate?

TIMOTHY PATRICK MCCARTHY: I don't know.

STUDENT: I think Frederick Douglass might actually have more education than they do. I don't know that they were all literate and as well read even as he was. So bringing their voices in is kind of interesting. And it's a slightly different perspective than we've been looking at.

TIMOTHY PATRICK MCCARTHY: Yeah. I'm wondering-- yeah, go ahead.

STUDENT: I just wanted to respond to Jeremy's point because I thought that was really important. Like the idea that white privilege does have to be dismantled in order to achieve equality. And I think part of the anxiety about integration here seems to come from not really knowing the difference between taking away white privilege, and taking away things white people have. I don't know. I think that in a lot of the xenophobic arguments against undocumented immigrants say they're taking away our jobs. But I don't know. I think it just comes back to this whole idea of there being finite resources. Because dismantling the privileges that white people have doesn't necessitate taking away things from white-- like material things like jobs or money, and giving it

necessarily-- I mean, it could look like that, but that's not always the way that dismantling white privilege looks.

TIMOTHY PATRICK MCCARTHY: Can I ask a question? I want to ask two questions. One to the provokers, which is, what struck you about these two particular passages that compelled you to open with them? Right? So what about these two passages-- which I think are doing similar work, but not the same kind of work-- so what struck you about them that you wanted to pair them together? And why? Can you justify that choice? Not that I'm challenging you. You can do whatever you want as the provokers. But the other piece that I want to ask to everyone, maybe flowing from that, is why does Douglass choose these particular scenes, or vignettes, or details to include here as he's navigating this relationship between slavery and freedom-- with respect to both education, or literacy, or learning how to read and write, on the one hand, and then economic opportunity on the other?

CHRISTINA: So I would say that while we were going through this whole process of picking out what we were supposed to do and what we wanted to talk about in this class we were thinking about the election. And that was something that was definitely in the top of our minds.

TIMOTHY PATRICK MCCARTHY: Right.

CHRISTINA: And just the fact that with Obama and his whole idea changed, and the fact that there's so many African Americans that felt, I don't know, liberated and happy that he became the president-- and there was so much change, and so many people though that we were, coming to the space of equality in the world-- and then to see the election turn out the way that it did. And it feels like everyone just feels like it's changed through the ideas of change and hope were not there anymore. So then when we read these two passages, we felt that it was kind of the same idea. Right? Fredrick

Douglass's master is like, you can't teach him how to read or write because he would become equal to us. It'll be the same type of thing. We'll get the same type of opportunity. And I feel like it related closely to what happened in this election.