

DIVERSITY EQUITY AND INCLUSION--AN ANNOTATED BIBLIOGRAPHY



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Diversity, Equity, and Inclusion

An Annotated Bibliography

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TABLE OF CONTENTS

Diversity, Equity, and Inclusion--An Annotated Bibliography

Licensing

1: Diversity, Equity, and Inclusion

- 1.1: Terminology
- 1.2: Books at CCC- Print
- 1.3: Books at CCC- eBooks
- 1.4: Articles and Essays
- 1.5: Audiovisual Resources
- 1.6: OER
- 1.7: Guides and Tools

2: DEI and OER

- 2.1: Terminology
- 2.2: Articles and Essays
- 2.3: Audiovisual Resources

3: Bias and Microaggressions

- 3.1: Terminology
- 3.2: Books at CCC- Print
- 3.3: Books at CCC- eBooks
- 3.4: Articles and Essays
- 3.5: Audiovisual Resources
- 3.6: Guides and Tools

4: Intersectionality

- 4.1: Terminology
- 4.2: Books at CCC- Print
- 4.3: Books at CCC- eBooks
- 4.4: Articles and Essays
- 4.5: Audiovisual Resources
- 4.6: Guides and Tools

5: Race and Ethnicity (Also see Appendix, p. 162)

- 5.1: Terminology
- 5.2: Books at CCC- Print
- 5.3: Books at CCC- eBooks
- 5.4: Articles and Essays
- 5.5: Audiovisual Resources
- 5.6: OER
- 5.7: Guides and Tools

6: Sex and Gender

- 6.1: Terminology
- 6.2: Books at CCC- Print
- 6.3: Books at CCC- eBooks
- 6.4: Articles and Essays
- 6.5: Audiovisual Resources
- 6.6: OER
- 6.7: Guides and Tools

7: Social Class, Socioeconomics, and Social Justice

- 7.1: Terminology
- 7.2: Books at CCC- Print
- 7.3: Books at CCC- eBooks
- 7.4: Articles and Essays
- 7.5: Audiovisual Resources
- 7.6: OER
- 7.7: Guides and Tools

8: Immigration and Citizenship

- 8.1: Terminology
- 8.2: Books at CCC- Print
- 8.3: Books at CCC- eBooks
- 8.4: Articles and Essays
- 8.5: Audiovisual Resources
- 8.6: Guides and Tools

9: Religion and Spirituality

- 9.1: Terminology
- 9.2: Books at CCC- Print
- 9.3: Books at CCC- eBooks
- 9.4: Articles and Essays
- 9.5: Audiovisual Resources
- 9.6: Guides and Tools

10: Dis/ability and Neurodiversity

- 10.1: Terminology
- 10.2: Books at CCC- Print
- 10.3: Books at CCC- eBooks
- 10.4: Articles and Essays
- 10.5: Audiovisual Resources

11: Mental Health and Healing

- 11.1: Terminology
- 11.2: Books at CCC- Print
- 11.3: Books at CCC- eBooks
- 11.4: Articles and Essays
- 11.5: Audiovisual Resources
- 11.6: Guides and Tools

12: Appendix

[Index](#)

[Glossary](#)

[Detailed Licensing](#)

[Detailed Licensing](#)

Licensing

A detailed breakdown of this resource's licensing can be found in [Back Matter/Detailed Licensing](#).

1: Diversity, Equity, and Inclusion

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1.1: Terminology

[Pacific University Oregon. \(n.d.\) DEI Glossary. www.pacificu.edu.](#)

A list of carefully researched and thoughtfully discussed key social justice terms and definitions. It is by no means a comprehensive list as equity, diversity, and inclusion terms are ever-expanding and changing, but it is a good place to start.

1.1: Terminology is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

1.2: Books at CCC- Print

Clark, C., Fasching-Varnier, K. J., & Brimhall-Vargas, M. (Eds.). (2012). *Occupying the academy : just how important is diversity work in higher education?*. Rowman & Littlefield Publishers, Inc.

"In the wake of the election of President Obama, many diversity scholars and practitioners imagined that renewed commitments to educational equity and justice were just around the corner. Unfortunately, the opposite has become the Obama-era reality. Across the country, equity and diversity workers at all levels in university and colleges, but especially Chief Diversity Officers in public institutions, are under assault. Is this assault a result of a pre-meditated and carefully calculated conservative political agenda or the unfortunate consequence of how largely white, politically conservative--and the power bases they represent--are expressing their anger about the changing racial landscape in the United States? This volume explores and deconstructs the reasons for this assault from various perspectives. This volume also illustrates how the national assault on equity and diversity has resulted in a continuum. At one end are 'diversity-friendly' institutions that are benignly neglecting equity/diversity efforts because of state budget crises. At the other end of the spectrum are the deliberate efforts being made to systematically dismantle equity and diversity work in especially politically conservative states."--Publisher's website.

Kim, M. M. (2021). *The wake up : closing the gap between good intentions and real change*. Hachette Go.

"As we become more aware of various social injustices in the world, many of us want to be part of the movement toward positive change. But sometimes our best intentions cause unintended harm, and we fumble. We might feel afraid to say the wrong thing and feel guilt for not doing or knowing enough. Sometimes we might engage in performative allyship rather than thoughtful solidarity, leaving those already marginalized further burdened and exhausted. The feelings of fear, insecurity, inadequacy are all too common among a wide spectrum of changemakers, and they put many at a crossroads between feeling stuck and giving up, or staying grounded to keep going. So how can we go beyond performative allyship to creating real change in ourselves and in the world, together? In *The Wake Up*, Michelle MiJung Kim shares foundational principles often missing in today's mainstream conversations around "diversity and inclusion," inviting readers to deep dive into the challenging and nuanced work of pursuing equity and justice, while exploring various complexities, contradictions, and conflicts inherent in our imperfect world. With a mix of in-the-trenches narrative and accessible unpacking of hot button issues--from inclusive language to representation to "cancel culture"--Michelle offers sustainable frameworks that guide us how to think, approach, and be in the journey as thoughtfully and powerfully as possible."--Amazon.com

Sensoy, Ö. & DiAngelo, R. (2017). *Is everyone really equal? : an introduction to key concepts in social justice education*. Teachers College Press.

Based on the authors' extensive experience in a range of settings in the United States and Canada, the book addresses the most common stumbling blocks to understanding social justice. This comprehensive resource includes new features such as a chapter on intersectionality and classism; discussion of contemporary activism (Black Lives Matter, Occupy, and Idle No More); material on White Settler societies and colonialism; pedagogical supports related to "common social patterns" and "vocabulary to practice using"; and extensive updates throughout. Accessible to students from high school through graduate school, *Is Everyone Really Equal?* is a detailed and engaging textbook and professional development resource presenting the key concepts in social justice education. The text includes many user-friendly features, examples, and vignettes to not just define but illustrate the concepts.

Washington, E. F. (2022). *The necessary journey : making real progress on equity and inclusion*. Harvard Business Review Press.

""What does a workplace utopia look like to you?" This is the question Dr. Ella F. Washington asks companies, and often she hears about an ideal vision of an organization that values diversity and inclusion and wants employees to bring their whole selves to work. Many organizations desire this ideal vision and know that it's a journey to get there-but still don't know what's required to make the journey. Organizations have largely missed the mark when it comes to creating environments where all employees thrive in an equal and equitable way, because they treat diversity, equity, and inclusion (DEI) as a program that gets done rather than the necessary and difficult journey it is. A truly inclusive workplace requires invention and reinvention, mistakes and humility, adaptation to a changing world, constant self-reflection, and sometimes significant sacrifice. The road to an inclusive workplace is a difficult one, but you can traverse it, and there's help along the way. Start here with stories of companies making the necessary journey, including Slack, Kaiser Permanente, and PwC. Hear from their leaders about their successes and failures, times they were on the vanguard, and the moments they realized they had much more work to do. These are profiles in perseverance from people who are keen enough to recognize the need for inclusive workplaces and humble enough to know they're not there yet. Washington brings her years of experience as a DEI leader in multiple industries to give you a frame for thinking about where these companies are on their journey and where you may be, too. Progress is hard-won on the necessary journey to becoming an inclusive organization, but it must be won. John Lewis said it best: "You see something you want to get done, you cannot give up, and you cannot give in."-- Provided by publisher.

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1.3: Books at CCC- eBooks

[Bailey, T. & Morest, V. S. \(2006\). *Defending the Community College Equity Agenda*. Johns Hopkins University Press.](#)

Community colleges enroll almost half of all undergraduates in the United States. These two-year colleges manifest the American commitment to accessible and affordable higher education. With about 1,200 institutions nationwide, community colleges have made significant progress over the past decade in opening access and have become the critical entry point to higher education for many Americans who traditionally have been left out of educational and economic opportunity. Yet economic, political, and social developments have increased the challenges community colleges face in pursuing an “equity agenda.” Some of these include falling state budgets combined with growing enrollments, a greater emphasis on outcome-based accountability, competition from for-profit institutions, and growing immigrant student populations. These trials come at a time when community colleges confront crucial economic and workforce development pressures that may impact their mission. How can community colleges continue to maintain their open-door policies, support underprepared students, and struggle to help enrolled students complete degrees and certificates that prepare them for success in the workplace? Building on case studies of colleges in six states—New York, Texas, Florida, California, Washington, and Illinois—this volume offers a fresh examination of the issues currently facing American community colleges. Drawing on their fieldwork supplemented by national data, the authors analyze how these challenges impact the community college mission of educational opportunity—especially for low-income students, students of color, and other underserved groups—and how colleges are responding to a drastically different environment. They then propose a set of strategies to strengthen the role of community colleges in providing both access and opportunities for achievement for all students.

[Bopaiah, M. \(2021\). *Equity: How to Design Organizations Where Everyone Thrives*. Berrett-Koehler Publishers.](#)

A fast and engaging read, *Equity* helps leaders create more inclusive organizations using human-centered design and behavior change principles. Even the most passionate advocates for diversity, equity, and inclusion have been known to treat equity as the middle child—the concept they skip over to get to the warm, fuzzy feelings of inclusion. But Minal Bopaiah shows throughout this book that equity is critical if organizations really want to leverage differences for greater impact. Equity allows leaders to create organizations where employees can contribute their unique strengths and collaborate better with peers. Bopaiah explains how leaders can effectively raise awareness of systemic bias and craft new policies that lead to better outcomes and lasting behavioral changes. This book is rich in real-world examples, such as managing partners at a consulting firm who learn to retell their personal stories of success by crediting their systemic advantages and news managers at NPR who redesign their processes to support greater diversity among news sources. This slender book expands DEI past human resources initiatives and shows how leaders can embed equity into core business functions like marketing and communications. Filled with humor, heart, and pragmatism, *Equity* is a guidebook for change, answering the question of how that so many leaders are asking today.

[Esmail, A., Pitre, A., & Aragon, A. \(2017\). *Perspectives on Diversity, Equity, and Social Justice in Educational Leadership*. Rowman & Littlefield Publishers.](#)

Perspectives on Diversity, Equity, and Social Justice in Educational Leadership provides educational leaders with practical steps for implementing multicultural education into schools. Drawing from multicultural scholars like James Bank's it equips educational leaders with the knowledge, skills, and dispositions to ensure that schools provide all students with equal educational opportunities. Concepts such as culturally responsive leadership, transformative leadership, and restorative justice are discussed throughout the book.

[Kara, B. & Wilson, H. \(2022\). *Diverse Educators: A Manifesto*. University of Buckingham Press.](#)

Structured around the Equality Act and written collaboratively, *Diverse Educators: A Manifesto* aims to capture the collective voice of the teaching community and to showcase the diverse lived experiences of educators. The

book is divided into ten chapters, one for each of the nine Protected Characteristics (Age; Disability; Gender Reassignment; Pregnancy and Maternity; Marriage and Civil Partnership; Race; Religion and Belief; Sex; Sexual Orientation) with a tenth chapter exploring intersectionality. Framed in theory and interweaving personal and professional narrative from over 100 contributors, this ground-breaking text responds to current and historic debates, while remaining accessible and solutions-focused, with high-quality input on practice, pedagogy, people management and policy. Each chapter shares provocations for the reader and for the school system on the changes we would collectively like to manifest in education.

Kim, A. S. & del Prado, A. (2019). *It's Time to Talk (and Listen): How to Have Constructive Conversations About Race, Class, Sexuality, Ability & Gender in a Polarized World*. New Harbinger Publications.

Conversations about controversial topics can be difficult, painful, and emotionally charged. This user-friendly guide will help you engage in effective, compassionate discussions with family, friends, colleagues, and even strangers about race, immigration, gender, marriage equality, sexism, marginalization, and more. We talk every day—and we often do it without thinking. But, as you well know, there are some things that are harder to talk about—especially issues pertaining to politics, culture, lifestyle, and diversity. If you've ever struggled in a conversation about a “controversial” topic with a loved one, work colleague, or even a stranger, you know exactly how uncomfortable and heated the discussion can become. And even if you are one of the lucky few that expresses themselves eloquently, how do you move beyond mere “lip service” and turn words into actionable change? This groundbreaking book will show you how to get to that important next level in difficult conversations, to talk in an authentic and straightforward way about culture and diversity, and to speak from the heart with tools from the head. Using a simple eight-step approach, you'll learn communication strategies that are supported by research and have been practiced in classrooms, work meetings, therapy sessions, and more. We constantly hear about friends and colleagues whose family members are not speaking to each other because of different political opinions, who've exchanged words that have mutually offended one another. If silence is one end of the continuum and verbal conflict anchors the other, how do we reach a middle ground? How do we take part in the “in between” spaces where both parties can speak and listen? With this book as your guide, you'll learn to navigate these difficult conversations, and take what you've learned beyond the conversation and out into the world—whether it's through politics, social justice movements, or simply expanding the minds of those around you.

McNair, T. B., Bensimon, E. M., & Malcom-Piqueux, L. (2020). *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education*. In Association of American Colleges and Universities. Association of American Colleges a

Drawing from campus-based research projects sponsored by the AAC&U and the Center for Urban Education at the University of Southern California, "From Equity Talk to Equity Walk" provides practical guidance on the design and application of campus change strategies for achieving equitable outcomes. The authors offer advice on how to build an equity-minded campus culture, align strategic priorities and institutional missions to advance equity, understand equity-minded data analysis, develop campus strategies for making excellence inclusive, and move from a first-generation equity educator to an equity-minded practitioner. Central concepts and key points are illustrated through campus examples.

Pickett, C. W., Smith, M. & Felton III, J. (2017). *Inclusive Directions: The Role of the Chief Diversity Officer in Community College Leadership*. Rowman & Littlefield Publishers.

As community colleges continue to be significant in the national landscape of higher education by providing access to education and job training to diverse constituents, conversations about the support for strategic diversity leadership are paramount. Now more than ever, senior leaders must be intentional in aligning strategy with outcomes and guidance in relation to diversity, equity, and inclusion. Leaders must be diligent in pursuing an inclusive excellence agenda and promoting a strategy to support positive outcomes that impact cross-college collaboration that advances education completion and support. This practitioner's guide will provide timely and

relevant insight on the ultimate benefits of strategic diversity leadership to promote inclusive excellence at community colleges. This book offers tangible resources and discusses the role of the chief diversity officer. This book will significantly benefit those interested in learning more about diversity and inclusion at community colleges and will provide insight into strategic diversity leadership. The book provides an in-depth view of the roles and responsibilities of the chief diversity officer, diversity strategic planning, and examines the various roles of diversity leaders at community colleges.

Zheng, L. (2022). *DEI Deconstructed: Your No-Nonsense Guide to Doing the Work and Doing It Right*. Berrett-Koehler Publishers.

The definitive comprehensive and foundational text for critically analyzing and applying actionable DEI techniques and strategies, written by one of LinkedIn's most popular experts on DEI. The importance of diversity, equity, and inclusion in the workplace cannot be understated. But when half-baked and under-developed strategies are implemented, they often do more harm than good, leading the very constituents they aim to support to dismiss DEI entirely. *DEI Deconstructed* analyzes how current methods and best practices leave marginalized people feeling frustrated and unconvinced of their leaders' sincerity, and offers a roadmap that bridges the neatness of theory with the messiness of practice. Through embracing a pragmatic DEI approach drawing from cutting-edge research on organizational change, evidence-based practices, and incisive insights from a DEI strategist with experience working from the top-down and bottom-up alike, stakeholders at every level of an organization can become effective DEI changemakers. Nothing less than this is required to scale DEI from interpersonal teeth-pulling to true systemic change. By utilizing an outcome-oriented understanding of DEI, along with a comprehensive foundation of actionable techniques, this no-nonsense guide will lay out the path for anyone with any background to becoming a more effective DEI practitioner, ally, and leader.

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1.4: Articles and Essays

[Bensimon, E. M. \(2018, October 16\). Reclaiming Racial Justice in Equity, Change: The Magazine of Higher Learning, 50\(3-4\), 95-98.](#)

Reclaiming Racial Justice in Equity. Estela Mara Bensimon is Dean's Professor in Educational Equity and Founding Director of the Center for Urban Education. In 2017, she was elected to the National Academy of Education and presented with the 2017 Social Justice in Education Award by the American Education Research Association (AERA); she is the 2018 AERA Division J Research Award recipient. Her opinion pieces have been published in Inside Higher Education, Denver Post, Sacramento Bee, and Zocalo. In January 2018, Governor Jerry Brown appointed Dr. Bensimon to the Education Commission of the States.

[Cheng, S. \(2023\). Leveraging OER and Open Pedagogy to Promote EDI in the Classroom. Sheridan College.](#)

This research paper is the author's capstone project for the 2022-2023 SPARC Open Education Leadership Program that she participated in. The paper explores how OER and open pedagogy can help promote equity, diversity, and inclusion (EDI) for students in the classroom.

[Ginwright, S. \(2022, February 16\). Letting Go of Myths, Embracing Truths. Yes! Magazine.](#)

By first transforming and reimagining ourselves, we all have an opportunity before us to truly transform our organizations and reimagine our work.

[Golom, F.D. \(2018, February\). Reframing the Dominant Diversity Discourse: Alternate Conversations for Creating Whole System Change. Metropolitan Universities, 29\(1\), 11-27.](#)

Diversity and inclusion (D&I) efforts in higher education are decades old, yet progress continues to be slow and elusive for many campuses. Recent events in colleges and universities across the United States suggest that long-standing challenges related to access, equity and inclusion remain as entrenched and intractable as they have ever been, resulting in campus environments that may be unwelcoming or hostile to faculty, staff and students from underrepresented groups. One reason for the partial success of university D&I programs is that they overemphasize individual actors, attitudes and behaviors while neglecting the systemic, organizational cultures in which those actors reside. Drawing on the organization development and change literatures, this paper offers three alternate perspectives for reframing campus diversity work, arguing that all D&I initiatives must consider the (a) contextual, (b) multilevel and (c) systemic nature of change if they are to be robust and successful.

[Gorski, P. & Swalwell, K. \(2015, March\). Equity Literacy for All. Educational Leadership, 34-40.](#)

Schools can commit to a more robust multiculturalism by putting equity, rather than culture, at the center of the diversity conversation.

[Griffin, K. A. \(2018, April 23\). Addressing STEM Culture and Climate to Increase Diversity in STEM Disciplines. Higher Education Today.](#)

National and private organizations have invested millions of dollars in science diversity programs designed to shift patterns of representation in science, technology, engineering, and math—the so-called STEM fields—in and beyond college. However, minoritized* populations continue to be underrepresented in STEM disciplines. According to the National Center for Science and Engineering Statics, while over a third of black, Latino, and Native American students enter college with an interest in studying STEM, only 16 percent go on to obtain bachelor's degrees in these fields. Our limited progress may be rooted in how we are viewing and approaching the problem. Thought leaders, policymakers, and practitioners have engaged in two largely separate conversations as they have tried to increase STEM diversity. One conversation has focused specifically on the

culture within these disciplines, noting how exclusionary norms and values translate to an unwelcoming environment. The other conversation has focused on college campuses more broadly, unpacking how inconsistent institutional commitments to diversity, acts of discrimination, and encounters with microaggressions in academic and non-academic spaces translate to hostile climates for women and men of color. We must attend to both STEM culture and institutional climate to cultivate more inclusive learning environments and increase diversity.

[Hoffman, M. & Morrow, J. \(2002\). Investigating “Sense of Belonging” in First-Year College Students. *Journal of College Student Retention: Research, Theory and Practice*, 4, 227-256.](#)

A great deal of emphasis in higher education is centered on questions such as, “Why do students leave college and how can we get them to stay?” Although researchers have pointed to the import of “sense of belonging” in departure decisions, a measure of students' subjective sense of affiliation and identification with the university community has not been developed. The following is an empirical measure of “sense of belonging” which sheds light on factors that contribute to retention. Gaining greater clarity regarding factors important to the development of “sense of belonging” can help institutional policy planners evaluate the effectiveness of retention programs on their campuses, design more effective intervention strategies, and identify students at risk for departure.

[Johnson, E. \(2020, January 2\). Students' Sense of Belonging Varies by Identity, Institution. *Inside Higher Education*.](#)

New research highlights the differences in students' sense of belonging by race, institution type and first-generation status.

[McKinsey & Company. \(2022, August 17\). What is diversity, equity, and inclusion? McKinsey & Company.](#)

Consulting group McKinsey & Company defines and discusses DEI.

[Phillips, K. W. \(2014, October 1\). How Diversity Makes Us Smarter. *Scientific American*.](#)

Being around people who are different from us makes us more creative, more diligent and harder-working.

[Rezvani, S. & and Gordon, S. A. \(2021, November 1\). How Sharing Our Stories Builds Inclusion. *Harvard Business Review*.](#)

It's time for the conversation around inclusion and diversity to take a human-centric approach. It's not just about the numbers — it's about the people. Storytelling, one of the most universal human experiences, gives us a rare chance to look through new lenses. And perspective-taking is a life skill, not just a workplace one. Companies that prioritize inclusion will emerge from crisis stronger, and stories are one major vehicle to help them get there. Inclusion consultants Selena Rezvani and Stacey A. Gordon offer steps to implement a story-based approach to DEI where employees are encouraged to tell their stories, own them, and consider how they impact their day-to-day experiences at work.

[Samuel, A. & Robertson, T. \(2021, October 13\). Don't Let Hybrid Work Set Back Your DEI Efforts. *Harvard Business Review*.](#)

Hybrid work is likely to exacerbate diversity and equity challenges — and gains — that we saw during the era of remote work. By measuring five aspects of the hybrid workplace — 1) who's spending time working at the office versus at home; 2) who gets to choose when to be in the office; 3) who gets promoted; 4) how remote management tactics are used; and 5) who is engaged — talent managers can ensure that career advancements and employee benefits accrue equitably.

Stanford Diversity and First-Gen Office and SPARQ. (n.d.) Higher Ed Diversity and Inclusion Collection. Stanford University.

Science-powered activities for promoting equity in colleges and universities.

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1.5: Audiovisual Resources

Bauer, D. (2021). [The importance of belonging \[Audio podcast\]. In The Better Leaders Better Schools Podcast. Apple Podcasts.](#)

Michele Mattoon is director of the National School Reform Faculty (NSRF), an organization that teaches educators how to improve school culture. She's also president and owner of Coltrain Group, which teaches leadership skills that emphasize collaboration tools (protocols) that foster community and maximize productivity. She has worked with businesses and educational groups around the world, training their employees to work together better. Michele is obsessed with intentionally building healthy, productive communities through the use of specific collaborative structures. Show Highlights Experience what it means to be "other" (but not less privileged). Belonging is mindset growth to connect purpose and relevance. The len to integrate belonging into the culture. 3 protocols to ensure everybody has a stake in your success. The feedback box of chocolates. How to have honest and difficult conversations without being offensive. Dive into various learning mindsets with this provocative idea. "There is no growth mindset without belonging. Communities that we worked with, the teachers who had a strong sense of belonging really took to the work and grew exponentially. A lot of the discussions we had with students became really clear and important. To be able to grow and learn, you have to feel safe." -Michele Mattoon

Bennett, K. (2019-2022). [Pod for the Cause \[Audio podcast series\]. The Leadership Conference on Civil and Human Rights.](#)

We've joined the airwaves to help spark conversation and activism on some of the most critical issues of today. From the courts to immigration, we're seeing unprecedented attacks on the values we hold near and dear. At Pod for the Cause, we're going to tackle these issues and more. Our friends in the movement will be stopping by to have these conversations, and they promise to be real, straightforward and honest. This podcast was created for those of you wanting to effect change, who understand the importance of restoring our democracy and want to engage in deep conversation around the issues.

Brooks, A., Donnelly, C. (2023, January 24). [Rethinking diversity, equity and inclusion training \[Radio broadcast\] in On Point. WBUR Boston.](#)

Lots of organizations require their employees to participate in diversity, equity and inclusion training. But is it effective?

CORA Learning. (2020, April 11). [Equity-Minded Student Services in the Online Environment \[Video\]. Youtube.](#)

This a recording of the free CORA webinar of April 9th featuring Dr. Luke Wood and Dr. Frank Harris entitled Equity-Minded Student Services in the Online Environment. The webinar is free to the public and is hosted by the Center for Organizational Responsibility and Advancement in collaboration with ACPA - Educators International and the Chief Student Services Officers Association.

Cort, J. (2019-). [Third Space with Jen Cort \[Audio podcast series\]. spreker.com.](#)

Jen Cort is an education consultant in the areas of equity, inclusion, diversity and justice. In this podcast, Jen opens up a "third space"— a place outside our familiar home and work environments — in order that we might begin to engage in some of the provocative questions that need to be addressed. Listen in as Jen speaks with some of the leading thinkers and doers in the field.

Eakins, S. L. (2018-). [Leading Equity \[Audio podcast series\]. Listennotes.](#)

This podcast focuses on supporting educators with the tools and resources necessary to ensure equity at their school. On this podcast, listeners can expect to hear interviews and stories from voices of equity in education today.

[Hammond, Z. \(2013-\). Culturally Responsive Teaching & the Brain \[Blog\]. crtandthebrain.com.](#)

Since you are an equity-minded educator like me, you are probably waging your own private movement to bust the myths behind student engagement (or the lack of) among low performing students of color, poor students, and English learners. ... This is a blog where we can get answers to our collective and individual questions about how we can help students become confident and competent learners. In this space, I want to highlight what I am learning from being out in schools and classrooms with teachers who are successful with diverse students. I want to focus on how we can take everyday strategies and practices and put them to work in their classrooms to be more culturally responsive.

[National Education Association Center for Social Justice. \(n.d.\). A Social and Racial Justice Checklist for Safe, Healthy and Just Learning. NEA edjustice.](#)

As we expand digital learning models, due to COVID-19, it's important to remember that students with disabilities, those without access to the internet, and LGBTQ, Black, brown and Indigenous populations are at higher risk of experiencing school closures more intensely. Regardless of the education delivery system during the pandemic, all students must be provided the care and attention and learning opportunities they are guaranteed and deserve. Ask yourself (these) questions when planning or assessing digital instruction through a racial justice lens.

[usgovACF. \(2015, May 12\). Funds of Knowledge Video \[Video\]. ECLKC.](#)

Watch as Luis Moll describes the concept of Funds of Knowledge. Funds of Knowledge are the essential cultural practices and bodies of knowledge that are embedded in the daily practices and routines of families. Learn how to gather and use the funds of knowledge for children and families in the classroom. This approach will help staff ensure culturally relevant programming. INCLUDES HANDOUT.

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1.6: OER

Bauer, D. (2021). [The importance of belonging \[Audio podcast\]. In The Better Leaders Better Schools Podcast. Apple Podcasts.](#)

Michele Mattoon is director of the National School Reform Faculty (NSRF), an organization that teaches educators how to improve school culture. She's also president and owner of Coltrain Group, which teaches leadership skills that emphasize collaboration tools (protocols) that foster community and maximize productivity. She has worked with businesses and educational groups around the world, training their employees to work together better. Michele is obsessed with intentionally building healthy, productive communities through the use of specific collaborative structures. Show Highlights Experience what it means to be "other" (but not less privileged). Belonging is mindset growth to connect purpose and relevance. The len to integrate belonging into the culture. 3 protocols to ensure everybody has a stake in your success. The feedback box of chocolates. How to have honest and difficult conversations without being offensive. Dive into various learning mindsets with this provocative idea. "There is no growth mindset without belonging. Communities that we worked with, the teachers who had a strong sense of belonging really took to the work and grew exponentially. A lot of the discussions we had with students became really clear and important. To be able to grow and learn, you have to feel safe." -Michele Mattoon

Bennett, K. (2019-2022). [Pod for the Cause \[Audio podcast series\]. The Leadership Conference on Civil and Human Rights.](#)

We've joined the airwaves to help spark conversation and activism on some of the most critical issues of today. From the courts to immigration, we're seeing unprecedented attacks on the values we hold near and dear. At Pod for the Cause, we're going to tackle these issues and more. Our friends in the movement will be stopping by to have these conversations, and they promise to be real, straightforward and honest. This podcast was created for those of you wanting to effect change, who understand the importance of restoring our democracy and want to engage in deep conversation around the issues.

Brooks, A., Donnelly, C. (2023, January 24). [Rethinking diversity, equity and inclusion training \[Radio broadcast\] in On Point. WBUR Boston.](#)

Lots of organizations require their employees to participate in diversity, equity and inclusion training. But is it effective?

CORA Learning. (2020, April 11). [Equity-Minded Student Services in the Online Environment \[Video\]. Youtube.](#)

This a recording of the free CORA webinar of April 9th featuring Dr. Luke Wood and Dr. Frank Harris entitled Equity-Minded Student Services in the Online Environment. The webinar is free to the public and is hosted by the Center for Organizational Responsibility and Advancement in collaboration with ACPA - Educators International and the Chief Student Services Officers Association.

Cort, J. (2019-). [Third Space with Jen Cort \[Audio podcast series\]. spreker.com.](#)

Jen Cort is an education consultant in the areas of equity, inclusion, diversity and justice. In this podcast, Jen opens up a "third space"— a place outside our familiar home and work environments — in order that we might begin to engage in some of the provocative questions that need to be addressed. Listen in as Jen speaks with some of the leading thinkers and doers in the field.

Eakins, S. L. (2018-). [Leading Equity \[Audio podcast series\]. Listennotes.](#)

This podcast focuses on supporting educators with the tools and resources necessary to ensure equity at their school. On this podcast, listeners can expect to hear interviews and stories from voices of equity in education today.

[Hammond, Z. \(2013-\). Culturally Responsive Teaching & the Brain \[Blog\]. crtandthebrain.com.](#)

Since you are an equity-minded educator like me, you are probably waging your own private movement to bust the myths behind student engagement (or the lack of) among low performing students of color, poor students, and English learners. ... This is a blog where we can get answers to our collective and individual questions about how we can help students become confident and competent learners. In this space, I want to highlight what I am learning from being out in schools and classrooms with teachers who are successful with diverse students. I want to focus on how we can take everyday strategies and practices and put them to work in their classrooms to be more culturally responsive.

[National Education Association Center for Social Justice. \(n.d.\). A Social and Racial Justice Checklist for Safe, Healthy and Just Learning. NEA edjustice.](#)

As we expand digital learning models, due to COVID-19, it's important to remember that students with disabilities, those without access to the internet, and LGBTQ, Black, brown and Indigenous populations are at higher risk of experiencing school closures more intensely. Regardless of the education delivery system during the pandemic, all students must be provided the care and attention and learning opportunities they are guaranteed and deserve. Ask yourself (these) questions when planning or assessing digital instruction through a racial justice lens.

[usgovACF. \(2015, May 12\). Funds of Knowledge Video \[Video\]. ECLKC.](#)

Watch as Luis Moll describes the concept of Funds of Knowledge. Funds of Knowledge are the essential cultural practices and bodies of knowledge that are embedded in the daily practices and routines of families. Learn how to gather and use the funds of knowledge for children and families in the classroom. This approach will help staff ensure culturally relevant programming. INCLUDES HANDOUT.

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1.7: Guides and Tools

[Center for Teaching and Learning. \(2020, January\). Guide for Inclusive Teaching at Columbia. Office of the Provost of Columbia University.](#)

The Guide for Inclusive Teaching at Columbia helps instructors answer that question by offering five inclusive teaching principles derived from research and evidence-based practices. In addition, the guide contains practical, accessible, and usable strategies that instructors can use immediately.

[Center for Innovative Teaching and Learning. \(n.d.\). Increasing Sense of Belonging. Indiana University Bloomington.](#)

A recent report from IU, exploring students' experiences with moving to online teaching during the pandemic, lists four recommendations for faculty who are planning their online courses. Along with judiciously assigning classwork and collaborating with instructors across the institution, two recommendations highlight the importance of community and sense of belonging for students. The report recommends that instructors 1) "create opportunities for student-instructor communication, especially for first- and second-year students"; and 2) "facilitate student success and foster a sense of virtual community through student-to-student communication." IU students want more opportunities to communicate with their instructors and their peers. They want instructors who foster a sense of community, which becomes even more important in the online learning environment, and the sense of belonging it promotes.

[Center for Innovative Teaching and Learning. \(n.d.\). Managing Difficult Classroom Discussions. Indiana University Bloomington.](#)

Teaching controversial subjects is an inherent part of some courses and disciplines. Topics like race, culture, gender, and/or sexual orientation can come up in many fields, and any course dealing with current events presents an opportunity for socially-challenging or politically-charged topics to arise spontaneously in class discussions. How we manage those discussions, however, can greatly impact how useful the conversations are to our instructional goals, and what sort of impact they have on the dynamics of the class. Many of the suggestions (here) focus on pre-planned discussions, but many of the techniques can also be applied to discussions that pop up unexpectedly.

[Cohen, A. \(n.d.\). How to have a difficult conversation. Psyche.](#)

Avoidance will only foster more conflict. Aim for a shared understanding with these techniques from an expert mediator.

[Fievre, M. J. \(2021, October 26\). Cultivating the Classroom as a Safe Space. Edutopia.](#)

Middle and high school teachers can create an environment that supports inclusion and gives students space to make mistakes as they learn.

[Gonchar, M. \(2021, May 11\). Teach About Inequality With These 28 New York Times Graphs. The New York Times.](#)

Inequalities, by definition, involve a comparison between two or more things. In math, we can easily express inequalities with simple mathematical sentences, such as x

[Human Rights Campaign. \(n.d.\) Resources: Tools for Equality and Inclusion. Human Rights Campaign. <https://www.hrc.org/resources>](#)

Our goal at the Human Rights Campaign is to ensure that every LGBTQ+ person is free to live their life openly, with their equal rights ensured. We know that goal requires that we keep educating, supporting and inspiring

ourselves and each other. In the spirit of that continual growth, we've compiled information and advice on a range of topics, including resources from the HRC Foundation.

Lamont, A. (2023). [Guide to Allyship](https://guidetoallyship.com). guidetoallyship.com.

The Guide to Allyship is an open-source starter guide to help you become a more thoughtful and effective ally.

The Learning Network. (2020, October 23). [Over 60 New York Times Graphs for Students to Analyze](#). [The New York Times](#).

Inequalities, by definition, involve a comparison between two or more things. In math, we can easily express inequalities with simple mathematical sentences, such as $x < y$. But how can we illustrate complicated inequalities deeply entrenched in our society that are often hidden from plain sight behind segregated neighborhoods, schools of varying quality and different health care systems? Graphs are one powerful tool.

In this teaching resource, we have gathered 28 New York Times graphs that relate to social inequalities in income, education and health care, many of which are exacerbated by issues of race and gender. We have also gathered examples that show how the coronavirus pandemic both laid bare and widened these disparities. We hope teachers across the curriculum will be able to use this collection to help students think critically about American society.

To support teachers, we have created [a lesson plan](#) to guide individual students or whole classes — as well as a [glossary of terms](#) (PDF) — as they explore this collection.

National Equity Project. (n.d.). [Responding to Microaggressions and Unconscious Bias](#).

There is not a single “best way” to respond when we witness a microaggression in an interaction between two people, or when we observe actions or hear comments that seem to demonstrate unconscious bias. To help shift thinking and behavior in the long term, we must take a few things into consideration, such as the strategies and responses suggested in this handout.

NEA Center for Social Justice. (2021, January). [Toolkit: Implicit Bias, Microaggressions, and Stereotypes Resources](#).

Resources to sharpen our racial analysis and to deepen our understanding of implicit bias, microaggressions, and stereotypes.

Souto-Manning, M. (2010). Chapter 1: [Culture Circles and Critical Pedagogy in Freire, Teaching, and Learning: Culture Circles Across Contexts](#). *Counterpoints*, 350, 7–28.

"No one constructs a serious democracy... without... radically changing the societal structures, reorienting the politics of production and development, reinventing power, doing justice to everyone, and abolishing the unjust and immoral gains of the all-powerful... The exercise of this democratic disposition in a truly open school... must first approach the authoritarian tendency, racist or machista... such as the denial of democracy, or freedoms, and of the rights of those who are different, as the denial of a necessary humanism." Freire (1998, pp. 66-67)

Stanford SPARQ. (n.d.). [Higher Ed Diversity and Inclusion Collection](#). [Stanford University](#).

Science-powered activities for promoting equity in colleges and universities.

Supiano, B. (2019, July 19). [Grades Can Hinder Learning. What Should Professors Use Instead?](#) [The Chronicle of Higher Education](#).

Grades Can Hinder Learning. What Should Professors Use Instead?, including 4 approaches to ungrading.

Yale University Poorvu Center for Teaching and Learning. (n.d.). Diversity and Inclusion. Yale University.

Effective approaches to teaching and classroom climate are founded on the same principles that drive diversity and inclusion: equal access and opportunity for all students to thrive, honest dialogue about important issues, and protocols for managing difficult, sudden, and emotional moments. Instructors can consider racial and socioeconomic awareness, checking for implicit bias, and developing inclusive classrooms, teaching strategies, and diversity statements.

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CHAPTER OVERVIEW

2: DEI and OER

[2.1: Terminology](#)

[2.2: Articles and Essays](#)

[2.3: Audiovisual Resources](#)

2: DEI and OER is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

2.1: Terminology

Allison, J. (2023). Open Educational Resources (OER). researchguides.ccc.edu.

This (City Colleges Libraries) guide is made with beginners in mind, but will hopefully be a useful tool throughout (CCC faculty's) OER journey. Learn about the foundation of OER, Find some resources, Think about accessibility, and Consider authoring and/or sharing your own OER.

Creative Commons. (n.d.). What is OER? [Wiki.creativecommons.org](https://wiki.creativecommons.org).

"Open Educational Resources (OER) are teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities."

Klein, S. (2023). The 5Rs of OER. researchguides.ccc.edu.

A graphic explaining the 5 Rs of OER.

United Nations. (1948, December 10). Article 26 in Universal Declaration of Human Rights. [Un.org](https://un.org).

Article of the Universal Declaration of Human rights, regarding educational rights.

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2.2: Articles and Essays

Bali, M., Cronin, C., & Jhangiani, R. S. (2020). Framing Open Educational Practices from a Social Justice Perspective. *Journal of Interactive Media in Education*. 2020(1), 10.

OEP (open educational practices), inclusive of open pedagogy, is often understood with respect to the use of OER (open educational resources) but can be conceived with more expansive conceptualisations (see Cronin & McLaren 2018; DeRosa & Jhangiani 2017; Koseoglu & Bozkurt 2018). This article attempts to build on existing OEP research and practice in two ways. First, we provide a typology of OEP, giving examples of practices across a continuum of openness and along three axes: from content-centric to process-centric, teacher-centric to learner-centric, and practices that are primarily for pedagogical purposes to primarily for social justice (Bali 2017). Second, we employ Hodgkinson-Williams and Trotter's (2018) conceptual framework, which builds on Fraser's model of social justice, to critically analyse the ways in which the use/impact of OEP might be considered socially just, with a particular focus on expansive, process-centric OEP. We analyze for whom and in which contexts OEP can (i) support social justice along economic, cultural and political dimensions, and (ii) do so in transformative, ameliorative, neutral or even negative ways. We use the typology and framework to analyse specific process-centric forms of OEP including collaborative annotation, Wikipedia editing, open networked courses, Virtually Connecting, public scholarship, and learner-created OER. Analysing specific practices highlights diversity across the axes and subtle differences among them, such as when a particular practice is considered good pedagogy and how it can be modified to be more oriented towards social justice. We discuss limitations of each practice not just from its discourse and design, but also how it works in practice.

Colvard, N. B., Watson, C. E., & Park, H. (2018). The Impact of Open Educational Resources on Various Student Success Metrics. *International Journal of Teaching and Learning in Higher Education*, 30(2), 262-276.

There are multiple indicators which suggest that completion, quality, and affordability are the three greatest challenges for higher education today in terms of students, student learning, and student success. Many colleges, universities, and state systems are seeking to adopt a portfolio of solutions that address these challenges. This article reports the results of a large-scale study (21,822 students) regarding the impact of course-level faculty adoption of Open Educational Resources (OER). Results indicate that OER adoption does much more than simply save students money and address student debt concerns. OER improve end-of-course grades and decrease DFW (D, F, and Withdrawal letter grades) rates for all students. They also improve course grades at greater rates and decrease DFW rates at greater rates for Pell recipient students, part-time students, and populations historically underserved by higher education. OER address affordability, completion, attainment gap concerns, and learning. These findings contribute to a broadening perception of the value of OERs and their relevance to the great challenges facing higher education today.

Creative Commons. (2023). Open Education. creativecommons.org.

Information about Open Education and links to more.

DOERS3 Equity Work Group. (2021, July 13). The OER Equity Blueprint: The Role of OER in Advancing Equity. DOERS3.

An overview of research into why and how OER programs have worked to improve access and affordability, deepen student learning, and close equity gaps for historically underrepresented and minoritized students used for the DOERS3 OER Equity Blueprint.

Jenkins, J. J., Hannans, J., Sanchez, L., & Leafstedt, J. (n.d.). Textbook Affordability and Student Success for Historically Underserved Populations at CSUCI.

The soaring cost of college textbooks has been well documented. The negative effects of these rising costs have also been well established: from decreased access to higher education to increased time-to-graduation rates. As an alternative to traditional course materials, open education resources (OERs) are shown to be equivalent in academic quality, student satisfaction, and student learning outcomes. Despite OERs' potential to offset the negative effects of rising textbook costs, no research to date has focused on OERs among historically underserved student populations. For each of these reasons, CSU Channel Islands' openCI initiative recently completed a campus-wide study of over 700 undergraduate students. Statistical analysis revealed textbook prices to be a significant educational barrier for all CSUCI students, with a disproportionately negative effect among racial/ethnic minorities, low-income students, and first-generation college students. These results suggest a potential lack of navigational capital among CSUCI's historically underserved students, while also challenging each of us in higher education to remove unnecessary financial barriers to our student body's academic success.

[Peet, L. \(2020\). Faculty Textbook Affordability Survey. Library Journal, 145\(2\), 10–12.](#)

The article discusses the interest of campuses throughout college and university libraries to the results of the 2019 Textbook Affordability Survey sponsored by Taylor & Francis Group and published by the "Library Journal." Topics include one of the survey's primary areas of focus, differing perceptions on the degree course material affordability that is an issue for their institution, and barriers to digital resource information.

[Robertson, T. \(2017\). Diversity, Equity and Inclusion in Open Research and Education. Tara Robinson Consulting.](#)

Tara Robertson's summary of her 2017 OpenCon presentation about DEI and Open Education initiatives.

[SPARC. \(n.d.\). Open Education Fact Sheet. The Scholarly Publishing & Academic Resources Coalition.](#)

Fact sheet about open education and OER.

[SUNY OER Services. \(n.d.\). Understanding OER.](#)

SUNY OER Community Course: a self-paced online course on OER from State University of New York.

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2.3: Audiovisual Resources

[The Council of Chief State School Officers. \(2016, December 14\). What is OER? \[Video\]. YouTube.](#)

A short video describing OER.

[The Council of Chief State School Officers. \(2016, December 14\). Why OER? \[Video\]. YouTube.](#)

A short video explaining the importance of OER in education.

[intheacademia. \(2012, June 5\). The OERs - Open Educational Resources. \[Video\]. YouTube.](#)

A short video about OER.

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CHAPTER OVERVIEW

3: Bias and Microaggressions

[3.1: Terminology](#)

[3.2: Books at CCC- Print](#)

[3.3: Books at CCC- eBooks](#)

[3.4: Articles and Essays](#)

[3.5: Audiovisual Resources](#)

[3.6: Guides and Tools](#)

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3.1: Terminology

Pacific University Oregon. (n.d.). Bias. In *Equity, Diversity, Inclusion & Accessibility Glossary of Terms*. [pacificu.edu](https://www.pacificu.edu).

Prejudice; an inclination or preference, especially one that interferes with impartial judgment.

Simkus, J. (2023, June 23). Confirmation Bias. In *Psychology: Definition & Examples*. simplypsychology.org.

People's tendency to gather and favor information that conforms to their existing expectations, beliefs, or hypotheses, often dismissing or failing to seek out evidence that disagrees; people's interpretation of information so that it confirms to their biases.

American Psychological Association. (2023). Confirmation Bias. In *APA Dictionary of Psychology*. [Dictionary.apa.org](https://dictionary.apa.org).

The tendency to gather evidence that confirms preexisting expectations, typically by emphasizing or pursuing supporting evidence while dismissing or failing to seek contradictory evidence.

National Institutes of Health. (2022). Implicit Bias. diversity.nih.gov.

(Also known as *Unconscious Bias*) We are not always aware of our biases or how they affect others: "implicit bias is a form of bias that occurs automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors."

Pacific University Oregon. (n.d.). Micro-Aggressions. In *Equity, Diversity, Inclusion & Accessibility Glossary of Terms*. [pacificu.edu](https://www.pacificu.edu).

"Commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory [prejudicial] slights. These messages may be sent verbally, ("*You speak good English*"), non-verbally (*clutching one's purse more tightly around people from certain race/ethnicity*) or environmentally (*symbols like the confederate flag or using Native American mascots*). Such communications are usually outside the level of conscious awareness of perpetrators."

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3.2: Books at CCC- Print

Agarwal, P. (2020). *Sway : unravelling unconscious bias*. Bloomsbury Sigma.

Experiments have shown that our brains categorize people by race in less than one-tenth of a second, about 50 milliseconds before determining sex. This means that we are labelling people by race and associating certain characteristics to them without even hearing them speak or getting to know them. This subtle cognitive process starts in the amygdala, the area of the brain associated with strong emotions. Does this mean that unconscious biases are hardwired into our brains as an evolutionary response, or do they emerge from assimilating information that we see around us? In *Sway*, author Pragya Agarwal uncovers the science behind our 'unintentional' biases. Using real world stories underpinned by scientific theories and research, this book unravels the way our unconscious biases are affecting the way we communicate, make decisions and perceive the world. A wide range of implicit biases are covered, including age-ism, sexism and aversive racism, and by using research and theories from a wide range of disciplines, including social science, psychology, biology and neuroscience, readers learn how these biases manifest and whether there is anything we can do about them. This book encourages readers to think, understand and evaluate their own biases in a scientific and non-judgmental way.

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3.3: Books at CCC- eBooks

Benson, T. A., & Fiarman, S. E. (2019). *Unconscious Bias in Schools: A Developmental Approach to Exploring Race and Racism*. Harvard Education Press.

In "Unconscious Bias in Schools," two seasoned educators describe the phenomenon of unconscious racial bias and how it negatively affects the work of educators and students in schools. "Regardless of the amount of effort, time, and resources education leaders put into improving the academic achievement of students of color," the authors write, "if unconscious racial bias is overlooked, improvement efforts may never achieve their highest potential." In order to address this bias, the authors argue, educators must first be aware of the racialized context in which we live. Through personal anecdotes and real-life scenarios, "Unconscious Bias in Schools" provides education leaders with an essential roadmap for addressing these issues directly. The authors draw on the literature on change management, leadership, critical race theory, and racial identity development, as well as the growing research on unconscious bias in a variety of fields, to provide guidance for creating the conditions necessary to do this work—awareness, trust, and a "learner's stance." Benson and Fiarman also outline specific steps toward normalizing conversations about race; reducing the influence of bias on decision-making; building empathic relationships; and developing a system of accountability. All too often, conversations about race become mired in questions of attitude or intention—"But I'm not a racist!" This book shows how information about unconscious bias can help shift conversations among educators to a more productive, collegial approach that has the potential to disrupt the patterns of perception that perpetuate racism and institutional injustice. [Foreword written by Glenn E. Singleton.]

Eberhardt, J. L. (2019). *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*. Penguin Books.

'Poignant....important and illuminating.'—The New York Times Book Review'Groundbreaking.'—Bryan Stevenson, New York Times bestselling author of *Just Mercy*From one of the world's leading experts on unconscious racial bias come stories, science, and strategies to address one of the central controversies of our timeHow do we talk about bias? How do we address racial disparities and inequities? What role do our institutions play in creating, maintaining, and magnifying those inequities? What role do we play? With a perspective that is at once scientific, investigative, and informed by personal experience, Dr. Jennifer Eberhardt offers us the language and courage we need to face one of the biggest and most troubling issues of our time. She exposes racial bias at all levels of society—in our neighborhoods, schools, workplaces, and criminal justice system. Yet she also offers us tools to address it. Eberhardt shows us how we can be vulnerable to bias but not doomed to live under its grip. Racial bias is a problem that we all have a role to play in solving.

Harris, L. (2019). *Diversity Beyond Lip Service: A Coaching Guide for Challenging Bias*. Berrett-Koehler Publishers.

'La'Wana Harris has opened this coach's eyes to the power of coaching practices to create new paths for diversity and inclusion work—whether or not you are formally trained as a coach. Please read this book and help create workplaces with honest engagement and access for all.'—Marshall Goldsmith, Thinkers 50 #1 Executive Coach and two-time #1 Leadership Thinker in the worldThe ugly truth about diversity is that some people worry they must give up their power for others to have a chance. La'Wana Harris's Inclusion Coaching method helps people realize that sharing power isn't the same as losing it. The elephant in the room with diversity work is that people with privilege must use it to allow others equal access to power. This is often why diversity efforts falter—people believe in diversity until they feel that they have to give something up. How do we talk them through this shift?La'Wana Harris introduces Inclusion Coaching, a new tool based on cutting-edge research that identifies the stages of preparation, implementation, and "self-work" necessary to help individuals, teams, and organizations build a sustainable culture of inclusion. Harris's six-stage COMMIT model—Commit to courageous action, Open your eyes and ears, Move beyond lip service, Make room for controversy and conflict, Invite new perspectives, and Tell the truth even when it hurts—provides a proven process for making people aware of their own conscious and unconscious biases and concrete steps to make inclusion an embedded reality.

Harris offers managers and diversity coaches new models to empower everyone from employees to CEOs to “do” inclusion and address deep-rooted biases that are often invisible. She addresses the growing need to challenge bias and build authentic cultures where everyone can feel a sense of belonging.

Ross, H. J. (2020). *Everyday Bias: Identifying and Navigating Unconscious Judgments in Our Daily Lives*: Vol. Updated edition. Rowman & Littlefield Publishers.

To be human is to be biased. From this simple truth, nationally recognized diversity expert Howard J. Ross explores the biases we each carry within us. Incorporating anecdotes from today's headlines alongside case studies from over 30 years of diversity consulting, Ross helps readers understand how unconscious bias impacts our day-to-day lives and, particularly, our daily work lives. And, he answers the question: “Is there anything we can do about it?” by providing examples of behaviors that the reader can engage in to disengage the impact of their own biases. Originally published in 2014, the updated edition draws new examples from today's headlines such as the #me too Movement, police shootings, and bias in the ever more partisan Trump era.

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3.4: Articles and Essays

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3.5: Audiovisual Resources

Cohen, A. [3 Ways to Lead Tough, Unavoidable Conversations \[Video\]](#). TED.

Many of life's transformative conversations are also the most difficult ones -- those we tend to avoid. In this practical talk, conflict resolution expert Adar Cohen urges us to lean into these exchanges and offers three simple ways to steer them more effectively.

Culture of Peace. (2016, July 16). [A Conversation on Hidden Bias, Part 1: Introduction & Howard J. Ross Presentation \[Video\]](#). Youtube.

A Conversation on Hidden Bias, Part 1: Introduction & Howard J. Ross Presentation.

Culture of Peace. (2016, July 28). [A Conversation on Hidden Bias Part 1: Introduction and Howard J. Ross Presentation \[Video\]](#). Youtube.

A Conversation on Hidden Bias Part 1: Introduction and Howard J. Ross Presentation; additional parts linked below video.

Gonchar, M. (2017, March 15). [26 Mini-Films for Exploring Race, Bias and Identity With Students \[Video\]](#). The New York Times.

How do we get students to consider perspectives different from their own? How do we get them to challenge their own biases and prejudices? If, as Atticus Finch famously said, “You never really understand a person until you consider things from his point of view ... until you climb into his skin and walk around in it,” how do we get our students to do that? Teachers traditionally turn to literature, history and current events to open up these conversations, but it’s always helpful to have a bigger toolbox to tackle such important and difficult issues. That’s why we pulled together these 26 short New York Times documentaries that range in time from 1 to 7 minutes and tackle issues of race, bias and identity. To help teachers make the most of these films, we also provide several teaching ideas, related readings and student activities. In the comments, we hope you’ll share how you use these films in your own classroom.

Moriba, G. & Paksima, J. (2019-2022). [Sounds Like Hate \[Audio podcast\]](#). Southern Poverty Law Center.

Sounds Like Hate is a podcast from the Southern Poverty Law Center that tells the stories of people and communities grappling with hate and searching for solutions. You will meet people who have been personally impacted by hate, hear their voices and be immersed in the sounds of their world. And, you will learn about the power of people to change – or to succumb to their worst instincts. ... Season One takes a deep dive into the realities of hate in modern America: how it functions, how it spreads, who is affected and what people are doing about it. Season Two examines the distorted history of the Confederacy some people accept as truth and how the people we love the most could be guided toward violent extremist beliefs. Season Three reveals the harms done to individuals and our democracy by hate and extremism – while also showcasing the hope and resilience of the people fighting back. Hear from the unsung heroes who have pushed back against voter suppression in the South, who have stood up for the rights of trans children in the foster care system and who have taken on the unlawful militias who target migrants, often in cahoots with U.S. Border Patrol agents. ... In Season Four, we explore the many manifestations of white supremacy in our current moment – from Confederate memorials to the Jan. 6 insurrection. We begin with a special episode marking the one-year anniversary of the extremist assault on the Capitol, which examines clues scattered openly across the nation by antigovernment networks and white supremacists – and shows how SPLC analysts were sounding the alarm well before the attack. Then, we continue our “Monumental Problems” series by taking you inside Virginia Military Institute (VMI) and its racial reckoning. We investigate how students are impacted by VMI’s dangerous and pervasive glorification of the Confederacy – which casts a long shadow of white supremacy over the school. Student and alumni activists’

demands for change are part of a broader struggle in the South and beyond. The story at VMI is about confronting our nation's past and the legacy of slavery in order to build a more inclusive democracy for us all.

NPR. (2016, September 30). [Bias Isn't Just a Police Problem, It's a Preschool Problem \[Video\]](#). Youtube.

A 2016 study by researchers at Yale found that pre-K teachers, white and black alike, spend more time watching black boys -- expecting trouble.

TED. (2009). [The Danger of a Single Story \(Chimamanda Ngozi Adichie\) \[Video\]](#). Youtube.

Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.

TED. (2014, December 15). [Verna Myers: How to overcome our biases? Walk boldly toward them \[Video\]](#). Youtube.

(TED Talk) Our biases can be dangerous, even deadly — as we've seen in the cases of Michael Brown in Ferguson, Missouri, and Eric Garner, in Staten Island, New York. Diversity advocate Verna Myers looks closely at some of the subconscious attitudes we hold toward out-groups. She makes a plea to all people: Acknowledge your biases. Then move toward, not away from, the groups that make you uncomfortable. In a funny, impassioned, important talk, she shows us how.

TEDx Talks. (2014, October 16.) [Implicit Bias -- how it effects us and how we push through | Melanie Funchess | TEDxFlourCity \[Video\]](#). Youtube.

This talk was given at a local TEDx event, produced independently of the TED Conferences. Everyone makes assumptions about people they don't know. Melanie will teach us to recognize these assumptions and work toward a common understanding. Ms. Melanie Funchess is currently employed by the Mental Health Association where she serves as the Director of Community Engagement. She is also involved in several community based coalitions and organizations such as the African American Leadership Development Program, African American Health Coalition, Black Women's Leadership Forum, Greater Rochester Parent Leadership Training Institute, the Mental Health Promotion Task Force, and the Neighborhood Consortium for Youth Justice. She is a founding member of the Coalition for the Beloved Community. The Coalition's mission is to serve as a "countywide movement to build a culture of peace; grounded in dignity and fed by hope". She is a devoted wife and mother of four children (two boys and two girls) three of whom experience mental/ emotional challenges. Her mission is to use her knowledge of systems and communities to create opportunities for youth and families to be empowered and successful and to break down the walls that separate us and build bridges to unite us as one community where every child is our own, we have front porch neighborhoods, and we use language that respects everyone.

UCLA Office of Equity, Diversity and Inclusion. (n.d.). [Implicit Bias \[Website\]](#). UCLA.

Videos, scholarship, and other resources regarding DEI.

Vedantam, S. (n.d.) [The Mind of the Village \[Audio podcast episode\]](#). Hidden Brain Media.

A culture of racism can infect us all. On this week's Radio Replay, we discuss the implicit biases we carry that have been forged by the society around us.

3.5: [Audiovisual Resources](#) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

3.6: Guides and Tools

Desmond-Harris, J. (2015, February 16). What exactly is a microaggression? Vox.

An Asian-American student is complimented by a professor for speaking perfect English, but it's actually his first language. A black man notices that a white woman flinches and clutches her bag as she sees him in the elevator she's about to enter, and is painfully reminded of racial stereotypes. A woman speaks up in an important meeting, but she can barely get a word in without being interrupted by her male colleagues. There's a name for what's happening in these situations, when people's biases against marginalized groups reveal themselves in a way that leaves their victims feeling uncomfortable or insulted: microaggressions.

Harvard Implicit Bias Tests

The mission of Project Implicit is to educate the public about bias and to provide a “virtual laboratory” for collecting data on the internet. Project Implicit scientists produce high-impact research that forms the basis of our scientific knowledge about bias and disparities. Please visit <https://www.projectimplicit.net> to learn more about our team and the programs and services that we offer.

Interrupting Bias: Calling In vs. Calling Out

Practical guide for holding conversations involving and moving beyond bias.

Rockquemore, K. A. (2016, April 13). Allies and Microaggressions. Inside Higher Ed.

When you see microaggressions occurring against colleagues, how should you respond? Kerry Ann Rockquemore offers guidance.

Rowe, M. & Scully, M. (2009). Bystander Training within Organizations. Journal of the International Ombudsman Association. 2(1), 1-9.

At a time when employers around the world are concerned about racism, bullying, harassment, ethics and safety violations, many managers want to encourage people to react, and take appropriate action, with respect to unacceptable behavior. Although this kind of training appears to have started with respect to topics like safety and diversity, training for active bystanders is pertinent to many kinds of behavior.

Souza, T. (2018, April 30). Responding to Microaggressions in the Classroom: Taking ACTION. Faculty Focus.

The term “microaggression” was coined in 1970 to name relatively slight, subtle, and often unintentional offenses that cause harm (Pierce, 1970). Since then, a substantial body of research on microaggressions has demonstrated their prevalence and harmful effects (Boysen, 2012; Solorzan, et. al., 2010; Suárez-Orozco, et. al., 2015; Sue, 2010). Whether an observer, the target, or the unintentional perpetrator of microaggressions, faculty often don't know how to respond to them in the moment. We may feel frozen (if the observer) or defensive (if the target or perpetrator). How we respond can shift the communication climate from supportive to defensive, which can have an adverse effect on student learning and comfort (Dallimore, et al, 2005; Souza, et al, 2010). Despite the feelings of paralysis or reactivity that tend to emerge in response to microaggressions in the classroom, certain practices can be implemented to increase the likelihood of maintaining a supportive climate. The following communication framework is offered as one of many possible response strategies to help faculty feel better equipped to effectively respond when a microaggression occurs

Test Yourself for Hidden Bias. Professional Development in Learning for Justice.

This article discusses "Project Implicit," created by psychologists at Harvard, the University of Virginia and the University of Washington to develop Hidden Bias Tests—called Implicit Association Tests, or IATs, in the academic world—to measure unconscious bias.

[National Museum of African American History and Culture. \(n.d.\) Talking About Race. Smithsonian/National Museum of African American History and Culture.](#)

To create an equal society, we must commit to making unbiased choices and being antiracist in all aspects of our lives. Contents include information, videos, and reflection and discussion tools.

[Yale University Poorvu Center for Teaching and Learning. \(n.d.\). Awareness of Implicit Biases. Yale University.](#)

Implicit bias refers to unconscious attitudes, reactions, stereotypes, and categories that affect behavior and understanding. In higher education, implicit bias often refers to unconscious racial or socioeconomic bias towards students, which can be as frequent as explicit bias (Boysen, et. al 2009). Instructors can hold assumptions about students' learning behaviors and their capability for academic success which are tied to students' identities and/or backgrounds, and these assumptions can impede student growth (Staats, et. al, 2017). Instructors can consider a variety of strategies and benefits for revealing and addressing implicit bias, both in themselves and their students.

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CHAPTER OVERVIEW

4: Intersectionality

4.1: Terminology

4.2: Books at CCC- Print

4.3: Books at CCC- eBooks

4.4: Articles and Essays

4.5: Audiovisual Resources

4.6: Guides and Tools

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4.1: Terminology

Pacific University Oregon. (n.d.). Intersectionality. In *Equity, Diversity, Inclusion & Accessibility Glossary of Terms*. [pacificu.edu](https://www.pacificu.edu).

"An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems, and are mutually constitutive. Exposing [one's] multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression."

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4.2: Books at CCC- Print

Carruthers, C. (2018). *Unapologetic : a Black, queer, and feminist mandate for radical movements*. Beacon Press.

"Unapologetic is a 21st century guide to building a Black liberation movement through a Black queer feminist lens"-- Provided by publisher. "This twenty-first century activists' guide to upending mainstream ideas about race, class, and gender carves out a path to collective liberation through the Black radical tradition. Drawing on Black intellectual and grassroots organizing -- including the Haitian Revolution, the US civil rights movement, and the LGBTQ rights and feminist movements -- Unapologetic calls on all of us engaged in the social justice struggle to make the movement more Black, more radical, more queer, and more feminist"-- Provided by publisher. Drawing on Black intellectual and grassroots organizing traditions, including the Haitian Revolution, the US civil rights movement, and LGBTQ rights and feminist movements, Carruthers challenges all of us engaged in the social justice struggle to make the movement for Black liberation more radical, more queer, and more feminist. She offers a flexible model of what deeply effective organizing can be, anchored in the Chicago model of activism, which features long-term commitment, cultural sensitivity, creative strategizing, and multiple cross-group alliances. -- adapted from jacket.

Davis, A. Y. & Barat, F. (Ed.). (2016). *Freedom is a constant struggle : Ferguson, Palestine, and the foundations of a movement*. Haymarket Books.

In these newly collected essays, interviews, and speeches, world-renowned activist and scholar Angela Y. Davis illuminates the connections between struggles against state violence and oppression throughout history and around the world. Reflecting on the importance of black feminism, intersectionality, and prison abolitionism for today's struggles, Davis discusses the legacies of previous liberation struggles, from the Black Freedom Movement to the South African anti-Apartheid movement. She highlights connections and analyzes today's struggles against state terror, from Ferguson to Palestine. Facing a world of outrageous injustice, Davis challenges us to imagine and build the movement for human liberation. And in doing so, she reminds us that "Freedom is a constant struggle."

Jenkins, M. (2018). *This will be my undoing : living at the intersection of black, female, and feminist in (white) America*. Harper Perennial.

In her collection of linked essays, Jenkins takes on perhaps one of the most provocative contemporary topics: What does it mean to "be"-- to live as, to exist as-- a black woman today? Doubly disenfranchised by race and gender, often deprived of a place within the mostly white mainstream feminist movement, black women are objectified, silenced, and marginalized with devastating consequences, in ways both obvious and subtle, that are rarely acknowledged in our country's larger discussion about inequality. Jenkins exposes the social, cultural, and historical story of black female oppression that influences the black community as well as the white, male-dominated world at large.

Román, M. J. & Flores, J. (Eds.). (2010). *The Afro-Latin@ reader: history and culture in the United States*. Duke University Press.

4.2: Books at CCC- Print is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

4.3: Books at CCC- eBooks

[Berry, D. R., & Gross, K. N. \(2020\). *A Black Women's History of the United States*. Beacon Press.](#)

Daina Ramey Berry and Kali Nicole Gross offer an examination and celebration of Black womanhood, beginning with the first African women who arrived in what became the United States to African American women of today. *A Black Women's History of the United States* reaches far beyond a single narrative to showcase Black women's lives in all their fraught complexities. Berry and Gross prioritize many voices: enslaved women, freedwomen, religious leaders, artists, queer women, activists, and women who lived outside the law. The result is a starting point for exploring Black women's history and a testament to the beauty, richness, rhythm, tragedy, heartbreak, rage, and enduring love that abounds in the spirit of Black women in communities throughout the nation.

[Cottom, T. M. \(2019\). *Thick: And Other Essays*. The New Press.](#)

Tressie McMillan Cottom—award-winning professor and acclaimed author of *Lower Ed*—is unapologetically 'thick': deemed 'thick' where I should have been thin, more where I should have been less. McMillan Cottom refuses to shy away from blending the personal with the political, from bringing her full self and voice to the fore of her analytical work. *Thick* transforms narrative moments into analyses of whiteness, black misogyny, and status-signaling as means of survival for black women (Los Angeles Review of Books) with writing that is as deft as it is amusing (Darnell L. Moore). This transgressive, provocative, and brilliant (Roxane Gay) collection cements McMillan Cottom's position as a public thinker capable of shedding new light on what the personal essay can do. She turns her chosen form into a showcase for her critical dexterity, investigating everything from Saturday Night Live, LinkedIn, and BBQ Becky to sexual violence, infant mortality, and Trump rallies. Collected in an indispensable volume that speaks to the everywoman and the erudite alike, these unforgettable essays never fail to be painfully honest and gloriously affirming and hold a mirror to your soul and to that of America (Dorothy Roberts).

[Fujiwara, L., & Roshanravan, S. \(2018\). *Asian American Feminisms and Women of Color Politics*. University of Washington Press.](#)

Asian American Feminisms and Women of Color Politics brings together groundbreaking essays that speak to the relationship between Asian American feminisms, feminist of color work, and transnational feminist scholarship. This collection, featuring work by both senior and rising scholars, considers topics including the politics of visibility, histories of Asian American participation in women of color political formations, accountability for Asian American "settler complicities" and cross-racial solidarities, and Asian American community-based strategies against state violence as shaped by and tied to women of color feminisms. *Asian American Feminisms and Women of Color Politics* provides a deep conceptual intervention into the theoretical underpinnings of Asian American studies; ethnic studies; women's, gender, and sexual studies; as well as cultural studies in general.

[Gutiérrez y Muhs, G., Niemann, Y. F., González, C. G., & Harris, A. P. \(2012\). *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. Utah State University Press.](#)

Presumed Incompetent is a pathbreaking account of the intersecting roles of race, gender, and class in the working lives of women faculty of color. Through personal narratives and qualitative empirical studies, more than 40 authors expose the daunting challenges faced by academic women of color as they navigate the often hostile terrain of higher education, including hiring, promotion, tenure, and relations with students, colleagues, and administrators. The narratives are filled with wit, wisdom, and concrete recommendations, and provide a window into the struggles of professional women in a racially stratified but increasingly multicultural America.

[Kara, B. & Wilson, H. \(2022\). *Diverse Educators: A Manifesto*. University of Buckingham Press.](#)

Structured around the Equality Act and written collaboratively, *Diverse Educators: A Manifesto* aims to capture the collective voice of the teaching community and to showcase the diverse lived experiences of educators. The book is divided into ten chapters, one for each of the nine Protected Characteristics (Age; Disability; Gender Reassignment; Pregnancy and Maternity; Marriage and Civil Partnership; Race; Religion and Belief; Sex; Sexual Orientation) with a tenth chapter exploring intersectionality. Framed in theory and interweaving personal and professional narrative from over 100 contributors, this ground-breaking text responds to current and historic debates, while remaining accessible and solutions-focused, with high-quality input on practice, pedagogy, people management and policy. Each chapter shares provocations for the reader and for the school system on the changes we would collectively like to manifest in education.

Moraga, C. & Anzaldúa, G. (2021). *This Bridge Called My Back, Fortieth Anniversary Edition: Writings by Radical Women of Color*. SUNY Press.

Originally released in 1981, *This Bridge Called My Back* is a testimony to women of color feminism as it emerged in the last quarter of the twentieth century. Through personal essays, criticism, interviews, testimonials, poetry, and visual art, the collection explores, as coeditor Cherrie Moraga writes, 'the complex confluence of identities—race, class, gender, and sexuality—systemic to women of color oppression and liberation.' Reissued here, forty years after its inception, this anniversary edition contains a new preface by Moraga reflecting on Bridge's living legacy and the broader community of women of color activists, writers, and artists whose enduring contributions dovetail with its radical vision. Further features help set the volume's historical context, including an extended introduction by Moraga from the 2015 edition, a statement written by Gloria Anzaldúa in 1983, and visual art produced during the same period by Betye Saar, Ana Mendieta, Yolanda López, and others, curated by their contemporary, artist Celia Herrera Rodríguez. Bridge continues to reflect an evolving definition of feminism, one that can effectively adapt to and help inform an understanding of the changing economic and social conditions of women of color in the United States and throughout the world.

Ortiz, P. (2018). *An African American and Latinx History of the United States*. Beacon Press.

An intersectional history of the shared struggle for African American and Latinx civil rights. Spanning more than two hundred years, *An African American and Latinx History of the United States* is a revolutionary, politically charged narrative history, arguing that the "Global South" was crucial to the development of America as we know it. Scholar and activist Paul Ortiz challenges the notion of westward progress as exalted by widely taught formulations like "manifest destiny" and "Jacksonian democracy," and shows how placing African American, Latinx, and Indigenous voices unapologetically front and center transforms US history into one of the working class organizing against imperialism. Drawing on rich narratives and primary source documents, Ortiz links racial segregation in the Southwest and the rise and violent fall of a powerful tradition of Mexican labor organizing in the twentieth century, to May 1, 2006, known as International Workers' Day, when migrant laborers--Chicana/os, Afrocubanos, and immigrants from every continent on earth--united in resistance on the first "Day Without Immigrants." As African American civil rights activists fought Jim Crow laws and Mexican labor organizers warred against the suffocating grip of capitalism, Black and Spanish-language newspapers, abolitionists, and Latin American revolutionaries coalesced around movements built between people from the United States and people from Central America and the Caribbean. In stark contrast to the resurgence of "America First" rhetoric, Black and Latinx intellectuals and organizers today have historically urged the United States to build bridges of solidarity with the nations of the Americas. Incisive and timely, this bottom-up history, told from the interconnected vantage points of Latinx and African Americans, reveals the radically different ways that people of the diaspora have addressed issues still plaguing the United States today, and it offers a way forward in the continued struggle for universal civil rights. 2018 Winner of the PEN Oakland/Josephine Miles Literary Award.

Taylor, K-Y. (2017). *How We Get Free: Black Feminism and the Combahee River Collective*. Haymarket Books.

Black feminists remind us “that America's destiny is inseparable from how it treats [black women] and the nation ignores this truth at its peril” (The New York Review of Books). Winner of the 2018 Lambda Literary Award for LGBTQ Nonfiction “If Black women were free, it would mean that everyone else would have to be free.” — Combahee River Collective Statement The Combahee River Collective, a path-breaking group of radical black feminists, was one of the most important organizations to develop out of the antiracist and women's liberation movements of the 1960s and 70s. In this collection of essays and interviews edited by activist-scholar Keeanga-Yamahatta Taylor, founding members of the organization and contemporary activists reflect on the legacy of its contributions to Black feminism and its impact on today's struggles.

Govan, I. & Smith, T. (2021). *What's Up with White Women?: Unpacking Sexism and White Privilege in Pursuit of Racial Justice*. New Society Publishers.

As a white woman, ask yourself: are you upholding or fighting racism? *What's Up with White Women?* is a practical guide for white women who are interested in becoming more effective in their cross-cultural, anti-racist practices. Blending real-life stories, theory, and anti-racism practices from decades of on-the-ground work, the authors invite white women to understand their gendered role in systemic racism and their unique opportunity for action. Both frank and compassionate, coverage includes: Stories of white women's experiences with sexism, racism, and white privilege How white women harm BIPOC and ourselves by colluding with systems of oppression Why and how white women often hijack race conversations A powerful six-stage identity development model for self-reflection and growth Guiding questions and practical actions for strengthening anti-racism practices Tools to cultivate genuine partnerships with BIPOC individuals and groups. White women are positioned in a power hierarchy between white men and BIPOC. It is time for white women to step up and undertake deep reflection on their role in systemic racism and take concrete actions that support equity and justice for all people.

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4.4: Articles and Essays

[Coastson, J. \(2019, May 28\). The intersectionality wars. Vox.](#)

When Kimberlé Crenshaw coined the term 30 years ago, it was a relatively obscure legal concept. Then it went viral.

[Cooper, T. \(2021, February 23\). Spotlighting the Intersection of Black and Transgender Identities. Human Rights Campaign.](#)

This post is the second of a two-part series focusing on Black History Month through the lens of Black trans women. Read Part One [here](#).

[HRC Staff. \(2021, February 22\). HRC Honors Frances Thompson, a Black Transgender Hero. Human Rights Campaign.](#)

This post is the first of a two-part series focusing on Black History Month through the lens of Black trans women. Includes a link to part two.

[Human Rights Campaign. \(n.d.\) Resources: Tools for Equality and Inclusion. Human Rights Campaign.](#)

Our goal at the Human Rights Campaign is to ensure that every LGBTQ+ person is free to live their life openly, with their equal rights ensured. We know that goal requires that we keep educating, supporting and inspiring ourselves and each other. In the spirit of that continual growth, we've compiled information and advice on a range of topics, including resources from the HRC Foundation.

[The Learning Network. \(2020, June 10\). Over 60 New York Times Graphs for Students to Analyze. The New York Times.](#)

A collection of graphs, maps and charts organized by topic and graph type from three years of "What's Going On in This Graph?"

[Lebron, C. \(2016, January 15\). The Invisibility of Black Women. Boston Review.](#)

Black women go missing—from civil rights history and from our lives.

[Lewis, J. A., et al. \(2018, September 18\). Intersectionality Theory and Microaggressions: Implications for Research, Teaching, and Practice. In Gina C Torino, et al. \(Eds.\), Microaggression Theory: Influence and Implications \(pp. 48-64\). John Wiley & Son](#)

This chapter highlights intersectionality theory and ways to apply an intersectional analysis to research on microaggressions. It focuses on microaggressions with special attention to intersections of race, gender, sexual orientation, social class, and religion. Given the importance of making the "invisible visible" in the study of microaggressions, the chapter reviews on research that highlights the impact of intersectional microaggressions on the health of historically marginalized groups. It also highlights directions for future microaggression research that centers an intersectional analysis in the psychological study of people with intersecting identities. The chapter also provides recommendations for educators to engage in intersectional pedagogy. It ends with recommendations for practitioners to better understand intersectional microaggressions to become more culturally competent in their clinical work. The chapter argues that the provided recommendations for research, teaching, and clinical practice are helpful as psychologists seek to apply intersectionality theory to experiences of microaggressions.

[Morris, C. \(2021, July 28\). Intersectionality, the key to effective DEI initiatives. Includr.](#)

Understanding race and intersectionality is critical to building DEI.

Palmer, B.J. (2018, November 8). *The Crossroads: Being Black, Immigrant, and Undocumented in the Era of #Blacklivesmatter*. *Race, Racism and The Law*.

Excerpted from: Breanne J. Palmer, *The Crossroads: Being Black, Immigrant, and Undocumented in the Era of #Blacklivesmatter*, 9 *Georgetown Journal of Law & Modern Critical Race Perspectives* 99 (Spring, 2017) (Full Document: <https://heinonline.org/HOL/LandingPage?iv=9&id=&page=>)

Rainey, et al. (2018). *Race and gender differences in how sense of belonging influences decisions to major in STEM*. *International Journal of STEM Education*, 5(10).

Abstract Background: Women and students of color are widely underrepresented in most STEM fields. In order to investigate this underrepresentation, we interviewed 201 college seniors, primarily women and people of color, who either majored in STEM or started but dropped a STEM major. Here we discuss one section of the longer interview that focused on students' sense of belonging, which has been found to be related to retention. In our analysis, we examine the intersections of race and gender with students' sense of belonging, a topic largely absent from the current literature. **Results:** We found that white men were most likely to report a sense of belonging whereas women of color were the least likely. Further, we found that representation within one's STEM sub-discipline, namely biology versus the physical sciences, impacts sense of belonging for women. Four key factors were found to contribute to sense of belonging for all students interviewed: interpersonal relationships, perceived competence, personal interest, and science identity. **Conclusions:** Our findings indicate that students who remain in STEM majors report a greater sense of belonging than those who leave STEM. Additionally, we found that students from underrepresented groups are less likely to feel they belong. These findings highlight structural and cultural features of universities, as well as STEM curricula and pedagogy, that continue to privilege white males.

Gamio Cuervo, A. B. (2016, Summer). *Latinx: A Brief Handbook*. Princeton LGBT Center.

The objective of this guide is to provide a historical context of the term "Latinx," clarify common misconceptions of the term, and create space for an adaptive usage of Latinx that both respects non binary individuals and takes into consideration broader community concerns. Since its ambiguous inception, the term Latinx has brought about conversations around identity formation bridging across age, race, ethnicity, sexual orientation, and gender, and this guide seeks to honor that history. This is important to LGBT* organizations and the LGBTQIA community because LGBT* Latinx are marginalized at the intersection of gender, sexuality, and Latinidad. To be LGBT* and Latinx is to struggle to be your full self within multiple communities. Understanding the complexity of gender inclusive terminology for gender nonconforming and transgender Latinxs provides solidarity and active allyship.

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4.5: Audiovisual Resources

[Crenshaw, K. \(n.d.\). The Urgency of Intersectionality \[Video\]. TED.](#)

(TED Talk) Now more than ever, it's important to look boldly at the reality of race and gender bias -- and understand how the two can combine to create even more harm. Kimberlé Crenshaw uses the term "intersectionality" to describe this phenomenon; as she says, if you're standing in the path of multiple forms of exclusion, you're likely to get hit by both. In this moving talk, she calls on us to bear witness to this reality and speak up for victims of prejudice.

[Crenshaw, K. Intersectionality Matters! \[Podcast\]. \(n.d.\). Apple.](#)

Intersectionality Matters! is a podcast hosted by Kimberlé Crenshaw, an American civil rights advocate and a leading scholar of critical race theory.

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4.6: Guides and Tools

Chaplin, L.N. (2021, March 8). [How to Disrupt a System That Was Built to Hold You Back](#). [Harvard Business Review](#).

In almost every industry, women of color receive less support, experience double standards, microaggressions, and unconscious bias. This kind of discrimination needs to be addressed at the institutional, organizational, and leadership levels. It is their problem to solve, and not ours. Nonetheless, when you are trying to excel inside of these environments, it's a lot to go up against. In this article, author Lan Nguyen Chaplin shares her personal story about fighting for her role as a tenured professor in academia. She provides readers with a handful of tools that she has developed over the years to protect herself, her career path, and her mental health in an industry built to hold her back.

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CHAPTER OVERVIEW

5: Race and Ethnicity (Also see Appendix, p. 162)

[5.1: Terminology](#)

[5.2: Books at CCC- Print](#)

[5.3: Books at CCC- eBooks](#)

[5.4: Articles and Essays](#)

[5.5: Audiovisual Resources](#)

[5.6: OER](#)

[5.7: Guides and Tools](#)

5: Race and Ethnicity (Also see Appendix, p. 162) is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

5.1: Terminology

[American Psychological Association. \(2023\). Racism. In APA Dictionary of Psychology. dictionary.apa.org.](#)

A form of prejudice that assumes that the members of racial categories have distinctive characteristics and that these differences result in some racial groups being inferior to others. Racism generally includes negative emotional reactions to members of the group, acceptance of negative stereotypes, and racial discrimination against individuals; in some cases it leads to violence.

[MP Associates. \(2022, July\). Racial Equity Tools Glossary. Center for Assessment and Policy Development, and World Trust Educational Services.](#)

A glossary of terms used in discussions on race. Many of the terms in this glossary have evolved over time. The purpose of this document is to foster some degree of shared understanding, to enhance the quality of dialogue and discourse on race.

[Oxford University. \(2023\). Ethnicity. In Oxford Reference. oxfordreference.com.](#)

A term for the ethnic group to which people belong. Usually it refers to group identity based on culture, religion, traditions, and customs. In some contexts, it is a “politically correct” term equivalent to the word “race,” which may have pejorative associations.

[Sherover-Marcuse, R. \(2020, June 23\). A Working Definition of Racism. filmsforaction.org.](#)

A functional definition of racism by political activist Ricky Sherover-Marcuse.

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5.2: Books at CCC- Print

Bunyasi, T. L. & Smith, C. W. (2019). *Stay woke : a people's guide to making all Black lives matter*. New York University Press.

"In this essential primer, Tehama Lopez Bunyasi and Candis Watts Smith inspire readers to address the pressing issues of racial inequality, and provide a basic toolkit that will equip readers to become knowledgeable participants in public debate, activism, and politics. This book offers a clear vision of a racially just society, and shows just how far we still need to go to achieve this reality. From activists to students to the average citizen, Stay Woke empowers all readers to work toward a better future for black Americans."

Cullors, P. (2020). *When they call you a terrorist : a black lives matter memoir*. St. Martin's Griffin.

Raised by a single mother in an impoverished neighborhood in Los Angeles, Patrisse Khan-Cullors experienced firsthand the prejudice and persecution Black Americans endure at the hands of law enforcement. For Patrisse, the most vulnerable people in the country are Black people. Deliberately and ruthlessly targeted by a criminal justice system serving a white privilege agenda, Black people are subjected to unjustifiable racial profiling and police brutality. In 2013, when Trayvon Martin's killer went free, Patrisse's outrage led her to co-found Black Lives Matter with Alicia Garza and Opal Tometi. Condemned as terrorists and as a threat to America, these loving women founded a hashtag that birthed the movement to demand accountability from the authorities who continually turn a blind eye to the injustices inflicted upon people of Black and Brown skin. Championing human rights in the face of violent racism, Patrisse is a survivor. She transformed her personal pain into political power, giving voice to a people suffering inequality and a movement fueled by her strength and love, to tell the country-- and the world-- that Black Lives Matter.

Ewing, E. L. (2020). *Ghosts in the schoolyard : racism and school closings on Chicago's south side*. The University of Chicago Press.

"Failing schools. Underprivileged schools. Just plain bad schools." That's how Eve L. Ewing opens *Ghosts in the Schoolyard*: describing Chicago Public Schools from the outside. The way politicians and pundits and parents of kids who attend other schools talk about them, with a mix of pity and contempt. But Ewing knows Chicago Public Schools from the inside: as a student, then a teacher, and now a scholar who studies them. And that perspective has shown her that public schools are not buildings full of failures--they're an integral part of their neighborhoods, at the heart of their communities, storehouses of history and memory that bring people together. Never was that role more apparent than in 2013 when Mayor Rahm Emanuel announced an unprecedented wave of school closings. Pitched simultaneously as a solution to a budget problem, a response to declining enrollments, and a chance to purge bad schools that were dragging down the whole system, the plan was met with a roar of protest from parents, students, and teachers. But if these schools were so bad, why did people care so much about keeping them open, to the point that some would even go on a hunger strike? Ewing's answer begins with a story of systemic racism, inequality, bad faith, and distrust that stretches deep into Chicago history. Rooting her exploration in the historic African American neighborhood of Bronzeville, Ewing reveals that this issue is about much more than just schools. Black communities see the closing of their schools--schools that are certainly less than perfect but that are theirs--as one more in a long line of racist policies. The fight to keep them open is yet another front in the ongoing struggle of black people in America to build successful lives and achieve true self-determination.

Hinton, E. (2021). *America on fire : the untold history of police violence and Black rebellion since the 1960s*. Liveright Publishing Corporation.

What began in spring 2020 as local protests in response to the killing of George Floyd by Minneapolis police quickly exploded into a massive nationwide movement. To many observers, the protests appeared to be without precedent in their scale and persistence. Hinton shows that the events of 2020 had clear precursors--and any

attempt to understand our current crisis requires a reckoning with the recent past. She takes us on a troubling journey from Detroit in 1967 and Miami in 1980 to Los Angeles in 1992, charting the persistence of structural racism and one of its primary consequences, the so-called urban riot. Hinton warns that rebellions will continue until an oppressive system is finally remade on the principles of justice and equality.

Jackson, L. M. (2019). *White Negroes : when cornrows were in vogue ... and other thoughts on cultural appropriation*. Beacon Press.

"This book provides a cultural, political, and social survey through the most American of pastimes that continues to thrive today. With narrative, accessible criticism, research, and popular cultural touchstones we can all recognize, I'd like to introduce readers to the black presence that holds up daily life as they know it. It is a crucial account of the people, stories, and culture that create the hilarious, crazy wonder that is life in the 21st century. It is also a wake up call. White Negroes wants to peel open [the] still beating heart of interracial antagonism in this country and expose a form of theft that feels natural only because we are used to it. But we don't have to be. This book documents how this very old tradition shapes our society in the present in the hopes that we can imagine something better. White Negroes will transform what readers think they know about race and culture in the new millennium and open the door to a new present and future unburdened by crimes of the past."

Kaplowitz, D. R., Griffin, S. R., & Seyka, S. (2019). *Race dialogues : a facilitator's guide to tackling the elephant in the classroom*. Teachers College Press.

"All too often, race discourse in the United States devolves into shouting matches, silence, or violence, all of which are mirrored in today's classrooms. This book will help individuals develop the skills needed to facilitate difficult dialogues across race in high school and college classrooms, in teacher professional learning communities, and beyond."

Muhammad, K. G. (2010). *The condemnation of blackness : race, crime, and the making of modern urban America*. Harvard University Press.

Introduction: The mismeasure of crime -- Saving the nation : the racial data revolution and the negro problem -- Writing crime into race : racial criminalization and the dawn of Jim Crow -- Incriminating culture : the limits of racial liberalism in the progressive era -- Preventing crime : white and black reformers in Philadelphia -- Fighting crime : politics and prejudice in the city of brotherly love -- Policing racism : Jim Crow justice in the urban north -- Conclusion: The conundrum of criminality.

Roberts, L. M., Mayo, A. J., & Thomas, D. A. (Eds.). (2019). *Race, work, and leadership : new perspectives on the Black experience*. Harvard Business Review Press.

"Race, Work, and Leadership is a rare and important compilation of essays that examines how race matters in people's experience of work and leadership. What does it mean to be Black in corporate America today? How are racial dynamics in organizations changing in a post-Obama era? How do we build inclusive organizations? Inspired by and developed in conjunction with the research and programming for Harvard Business School's 2018 celebration of the 50th anniversary of the founding of the HBS African American Student Union, this groundbreaking book shines new light on these and other timely questions and illuminates the present-day dynamics of race in the workplace. Contributions from top scholars, researchers, and practitioners in leadership, organizational behavior, psychology, sociology, and education test the relevance of long-held assumptions and reconsider the research approaches and interventions needed to understand and advance African Americans in work settings and leadership roles. At a time when there are fewer African American men and women in corporate leadership roles (following a peak in 2002), Race, Work, and Leadership will stimulate new scholarship and dialogue on the organizational and leadership challenges of African Americans and become the indispensable reference for anyone committed to understanding, studying, and acting on the challenges facing leaders who are building inclusive organizations."

Zack, N. (2023). Ethics and race : past and present intersections and controversies. Rowman & Littlefield.

"Philosophers have traditionally separated the subjects of ethics and race, but every issue concerning race is an ethical issue. Naomi Zack introduces students to historical and contemporary issues of race and racism and provides an ethical foundation for students to critically engage with these issues in the classroom and in their lives. The chapters discuss affirmative action and diversity, current protests from across the political spectrum, police killings, the relevance of race to the effects of disasters and climate change, white privilege as a cause for political impasse, racial identity (including mixed race identities), race and gender, and media representations of race."

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5.3: Books at CCC- eBooks

Baldrige., B. J. (2019). *Reclaiming Community: Race and the Uncertain Future of Youth Work*. Stanford University Press.

Approximately 2.4 million Black youth participate in after-school programs, which offer a range of support, including academic tutoring, college preparation, political identity development, cultural and emotional support, and even a space to develop strategies and tools for organizing and activism. In *Reclaiming Community*, Bianca Baldrige tells the story of one such community-based program, Educational Excellence (EE), shining a light on both the invaluable role youth workers play in these spaces, and the precarious context in which such programs now exist. Drawing on rich ethnographic data, Baldrige persuasively argues that the story of EE is representative of a much larger and understudied phenomenon. With the spread of neoliberal ideology and its reliance on racism—marked by individualism, market competition, and privatization—these bastions of community support are losing the autonomy that has allowed them to embolden the minds of the youth they serve. Baldrige captures the stories of loss and resistance within this context of immense external political pressure, arguing powerfully for the damage caused when the same structural violence that Black youth experience in school, starts to occur in the places they go to escape it.

Bennett, M. & Zirin, D. (2018). *Things That Make White People Uncomfortable*. Haymarket Books.

This sports book, memoir, and manifesto from a Super Bowl Champion elucidates racism in the United States. Michael Bennett is a Super Bowl Champion, a three-time Pro Bowl defensive end, a fearless activist, a feminist, a grassroots philanthropist, an organizer, and a change maker. He's also one of the most scathingly humorous athletes on the planet, and he wants to make you uncomfortable. Bennett adds his unmistakable voice to discussions of racism and police violence, Black athletes and their relationship to powerful institutions like the NCAA and the NFL, the role of protest in history, and the responsibilities of athletes as role models to speak out against injustice. Following in the footsteps of activist-athletes from Muhammad Ali to Colin Kaepernick, Bennett demonstrates his outspoken leadership both on and off the field. Written with award-winning sportswriter and author Dave Zirin, *Things that Make White People Uncomfortable* is a sports book for our turbulent times, a memoir, and a manifesto as hilarious and engaging as it is illuminating.

Brown, A. C. (2018). *I'm Still Here: Black Dignity in a World Made for Whiteness*. Convergent Books.

Austin Channing Brown's first encounter with a racialized America came at age seven, when she discovered her parents named her Austin to deceive future employers into thinking she was a white man. Growing up in majority-white schools and churches, Austin writes, "I had to learn what it means to love blackness," a journey that led to a lifetime spent navigating America's racial divide as a writer, speaker, and expert helping organizations practice genuine inclusion. In a time when nearly every institution (schools, churches, universities, businesses) claims to value diversity in its mission statement, Austin writes in breathtaking detail about her journey to self-worth and the pitfalls that kill our attempts at racial justice. Her stories bear witness to the complexity of America's social fabric—from Black Cleveland neighborhoods to private schools in the middle-class suburbs, from prison walls to the boardrooms at majority-white organizations. For readers who have engaged with America's legacy on race through the writing of Ta-Nehisi Coates and Michael Eric Dyson, *I'm Still Here* is an illuminating look at how white, middle-class, Evangelicalism has participated in an era of rising racial hostility, inviting the reader to confront apathy, recognize God's ongoing work in the world, and discover how blackness—if we let it—can save us all.

Cabrera, N. L. (2019). *White Guys on Campus: Racism, White Immunity, and the Myth of "Post-Racial" Higher Education*. Rutgers University Press.

On April 22, 2015, Boston University professor Saida Grundy set off a Twitter storm with her provocative question: "Why is white America so reluctant to identify white college males as a problem population?" White

Guys on Campus is a critical examination of race in higher education, centering Whiteness, in an effort to unveil the frequently unconscious habits of racism among White male undergraduates. Nolan L. Cabrera moves beyond the “few bad apples” frame of contemporary racism, and explores the structures, policies, ideologies, and experiences that allow racism to flourish. This book details many of the contours of contemporary, systemic racism, while engaging the possibility of White students to participate in anti-racism. Ultimately, White Guys on Campus calls upon institutions of higher education to be sites of social transformation instead of reinforcing systemic racism, while creating a platform to engage and challenge the public discourse of “post- racialism.”

Chavez, F. (2021). *The anti-racist writing workshop : how to decolonize the creative classroom*. Haymarket Books.

This easy-to-use guide explains how to recruit, nourish, and fortify writers of color through innovative reading, writing, workshop, critique, and assessment strategies. A captivating mix of memoir and progressive teaching strategies, *The Anti-Racist Writing Workshop: How to Decolonize the Creative Classroom* demonstrates how to be culturally attuned, twenty-first century educators. The Anti-Racist Writing Workshop is a call to create healthy, sustainable, and empowering classroom communities. Award-winning educator Felicia Rose Chavez exposes the invisible politics of power and privilege that have silenced writers of color for far too long. It's more urgent than ever that we consciously work against traditions of dominance in the classroom, but what specific actions can we take to achieve authentically inclusive communities? Together, we will address how to:

- Deconstruct our biases to achieve a cultural shift in perspective.
- Design a democratic teaching model to create safe spaces for creative concentration.
- Recruit, nourish, and fortify students of color to best empower them to exercise voice.
- Embolden our students to self-advocate as responsible citizens in a globalized community.

Finally, a teaching model that protects and platforms students of color, because every writer deserves access to a public voice. For anyone looking to liberate their thinking from "the way it's always been done," *The Anti-Racist Writing Workshop* is a clear, compelling guidebook on a necessary step forward.

DiAngelo, R. (2018). *White Fragility: Why It's So Hard for White People to Talk About Racism*. Beacon Press.

The New York Times best-selling book exploring the counterproductive reactions white people have when their assumptions about race are challenged, and how these reactions maintain racial inequality. In this “vital, necessary, and beautiful book” (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and “allows us to understand racism as a practice not restricted to ‘bad people’ (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

Felber, G. (2020). *Those Who Know Don't Say: The Nation of Islam, the Black Freedom Movement, and the Carceral State*. The University of North Carolina Press.

Challenging incarceration and policing was central to the postwar Black Freedom Movement. In this bold new political and intellectual history of the Nation of Islam, Garrett Felber centers the Nation in the Civil Rights Era and the making of the modern carceral state. In doing so, he reveals a multifaceted freedom struggle that focused as much on policing and prisons as on school desegregation and voting rights. The book examines efforts to build broad-based grassroots coalitions among liberals, radicals, and nationalists to oppose the carceral state and struggle for local Black self-determination. It captures the ambiguous place of the Nation of Islam specifically, and Black nationalist organizing more broadly, during an era which has come to be defined by nonviolent resistance, desegregation campaigns, and racial liberalism. By provocatively documenting the interplay between law enforcement and Muslim communities, Felber decisively shows how state repression and Muslim organizing laid the groundwork for the modern carceral state and the contemporary prison abolition movement which opposes it. Exhaustively researched, the book illuminates new sites and forms of political struggle as Muslims prayed under surveillance in prison yards and used courtroom political theater to put the state on trial. This history captures familiar figures in new ways--Malcolm X the courtroom lawyer and A. Philip Randolph the

Harlem coalition builder--while highlighting the forgotten organizing of rank-and-file activists in prisons such as Martin Sostre. This definitive account is an urgent reminder that Islamophobia, state surveillance, and police violence have deep roots in the state repression of Black communities during the mid-20th century.

Fujino, D. C. & Rodriguez, R. M. (2022). *Contemporary Asian American Activism: Building Movements for Liberation*. University of Washington Press.

In the struggles for prison abolition, global anti-imperialism, immigrant rights, affordable housing, environmental justice, fair labor, and more, twenty-first-century Asian American activists are speaking out and standing up to systems of oppression. Creating emancipatory futures requires collective action and reciprocal relationships that are nurtured over time and forged through cross-racial solidarity and intergenerational connections, leading to a range of on-the-ground experiences. Bringing together grassroots organizers and scholar-activists, *Contemporary Asian American Activism* presents lived experiences of the fight for transformative justice and offers lessons to ensure the longevity and sustainability of organizing. In the face of imperialism, white supremacy, racial capitalism, heteropatriarchy, ableism, and more, the contributors celebrate victories and assess failures, reflect on the trials of activist life, critically examine long-term movement building, and inspire continued mobilization for coming generations.

Govan, I. & Smith, T. (2021). *What's Up with White Women?: Unpacking Sexism and White Privilege in Pursuit of Racial Justice*. New Society Publishers.

As a white woman, ask yourself: are you upholding or fighting racism? *What's Up with White Women?* is a practical guide for white women who are interested in becoming more effective in their cross-cultural, anti-racist practices. Blending real-life stories, theory, and anti-racism practices from decades of on-the-ground work, the authors invite white women to understand their gendered role in systemic racism and their unique opportunity for action. Both frank and compassionate, coverage includes: Stories of white women's experiences with sexism, racism, and white privilege How white women harm BIPOC and ourselves by colluding with systems of oppression Why and how white women often hijack race conversations A powerful six-stage identity development model for self-reflection and growth Guiding questions and practical actions for strengthening anti-racism practices Tools to cultivate genuine partnerships with BIPOC individuals and groups. White women are positioned in a power hierarchy between white men and BIPOC. It is time for white women to step up and undertake deep reflection on their role in systemic racism and take concrete actions that support equity and justice for all people.

Gómez, L. E. (2022). *Inventing Latinos: A New Story of American Racism*. The New Press.

An NPR Best Book of the Year, exploring the impact of Latinos' new collective racial identity on the way Americans understand race, with a new afterword by the author Who are Latinos and where do they fit in America's racial order? In this "timely and important examination of Latinx identity" (Ms.), Laura E. Gómez, a leading critical race scholar, argues that it is only recently that Mexican Americans, Puerto Ricans, Cubans, Dominicans, Central Americans, and others are seeing themselves (and being seen by others) under the banner of a cohesive racial identity. And the catalyst for this emergent identity, she argues, has been the ferocity of anti-Latino racism. In what Booklist calls "an incisive study of history, complex interrogation of racial construction, and sophisticated legal argument," Gómez "packs a knockout punch" (Publishers Weekly), illuminating for readers the fascinating race-making, unmaking, and re-making processes that Latinos have undergone over time, indelibly changing the way race functions in this country. Building on the "insightful and well-researched" (Kirkus Reviews) material of the original, the paperback features a new afterword in which the author analyzes results of the 2020 Census, providing brilliant, timely insight about how Latinos have come to self-identify.

Harvey, J. (2017). *Raising White Kids: Bringing Up Children in a Racially Unjust America*. Abingdon Press.

This New York Times best-selling book is a guide for families, educators, and communities to raise their children to be able and active anti-racist allies. With a foreword by Tim Wise, *Raising White Kids* is for families,

churches, educators, and communities who want to equip their children to be active and able participants in a society that is becoming one of the most racially diverse in the world while remaining full of racial tensions. For white people who are committed to equity and justice, living in a nation that remains racially unjust and deeply segregated creates unique conundrums. These conundrums begin early in life and impact the racial development of white children in powerful ways. What can we do within our homes, communities and schools? Should we teach our children to be “colorblind”? Or, should we teach them to notice race? What roles do we want to equip them to play in addressing racism when they encounter it? What strategies will help our children learn to function well in a diverse nation? Talking about race means naming the reality of white privilege and hierarchy. How do we talk about race honestly, then, without making our children feel bad about being white? Most importantly, how do we do any of this in age-appropriate ways? While a great deal of public discussion exists in regard to the impact of race and racism on children of color, meaningful dialogue about and resources for understanding the impact of race on white children are woefully absent. Raising White Kids steps into that void. Most white Americans didn't get from our own families the concrete teaching and modeling we needed to be active in the work of racial justice ourselves, let alone to feel equipped now to talk about race with and teach anti-racism to our children. There is so much we need to learn and it's urgent that we do so. But the good news is: we can,' says Jennifer Harvey.

[Hong, C. P. \(2020\). *Minor Feelings: An Asian American Reckoning*. One World.](#)

Cathy Park Hong fearlessly and provocatively blends memoir, cultural criticism, and history to expose fresh truths about racialized consciousness in America. Part memoir and part cultural criticism, this collection is vulnerable, humorous, and provocative—and its relentless and riveting pursuit of vital questions around family and friendship, art and politics, identity and individuality, will change the way you think about our world. Binding these essays together is Hong's theory of “minor feelings.” As the daughter of Korean immigrants, Cathy Park Hong grew up steeped in shame, suspicion, and melancholy. She would later understand that these “minor feelings” occur when American optimism contradicts your own reality—when you believe the lies you're told about your own racial identity. Minor feelings are not small, they're dissonant—and in their tension Hong finds the key to the questions that haunt her. With sly humor and a poet's searching mind, Hong uses her own story as a portal into a deeper examination of racial consciousness in America today. This intimate and devastating book traces her relationship to the English language, to shame and depression, to poetry and female friendship. A radically honest work of art, *Minor Feelings* forms a portrait of one Asian American psyche—and of a writer's search to both uncover and speak the truth.

[Johnson, F. L. & Fine, M. G. \(2021\). *Let's Talk Race: A Guide for White People*. New Society Publishers.](#)

Real conversations about racism need to start now Let's Talk Race confronts why white people struggle to talk about race, why we need to own this problem, and how we can learn to do the work ourselves and stop expecting Black people to do it for us. Written by two specialists in race relations and parents of two adopted African American sons, the book provides unique insights and practical guidance, richly illustrated with personal examples, anecdotes, research findings, and prompts for personal reflection and conversations about race. Coverage includes: Seeing the varied forms of racism How we normalize and privilege whiteness Essential and often unknown elements of Black history that inform the present Racial disparities in education, health, criminal justice, and wealth Understanding racially-linked cultural differences How to find conversational partners and create safe spaces for conversations Conversational do's and don'ts. Let's Talk Race is for all white people who want to face the challenges of talking about race and working towards justice and equity.

[Jones, D. & Hagopian, J. \(2020\). *Black Lives Matter at School: An Uprising for Educational Justice*. Haymarket Books.](#)

This inspiring collection of accounts from educators and students is “an essential resource for all those seeking to build an antiracist school system” (Ibram X. Kendi). Since 2016, the Black Lives Matter at School movement has carved a new path for racial justice in education. A growing coalition of educators, students, parents and others have established an annual week of action during the first week of February. This anthology shares vital lessons that have been learned through this important work. In this volume, Bettina Love makes a powerful case for

abolitionist teaching, Brian Jones looks at the historical context of the ongoing struggle for racial justice in education, and prominent teacher union leaders discuss the importance of anti-racism in their unions. *Black Lives Matter at School* includes essays, interviews, poems, resolutions, and more from participants across the country who have been building the movement on the ground.

Kara, B. & Wilson, H. (2022). *Diverse Educators : A Manifesto*. University of Buckingham Press.

Structured around the Equality Act and written collaboratively, *Diverse Educators: A Manifesto* aims to capture the collective voice of the teaching community and to showcase the diverse lived experiences of educators. The book is divided into ten chapters, one for each of the nine Protected Characteristics (Age; Disability; Gender Reassignment; Pregnancy and Maternity; Marriage and Civil Partnership; Race; Religion and Belief; Sex; Sexual Orientation) with a tenth chapter exploring intersectionality. Framed in theory and interweaving personal and professional narrative from over 100 contributors, this ground-breaking text responds to current and historic debates, while remaining accessible and solutions-focused, with high-quality input on practice, pedagogy, people management and policy. Each chapter shares provocations for the reader and for the school system on the changes we would collectively like to manifest in education.

Kay, M. R. (2018). *Not Light, but Fire: How to Lead Meaningful Race Conversations in the Classroom*. Stenhouse Publishers.

Do you know how to initiate and facilitate productive dialogues about race in your classroom? Are you prepared to handle complex topics while keeping your students engaged? Inspired by Frederick Douglass's abolitionist call to action, "it is not light that is needed, but fire", author Matthew Kay demonstrates how to move beyond surface-level discussions and lead students through the most difficult race conversations. In *Not Light, But Fire: How to Lead Meaningful Race Conversations in the Classroom*, Kay recognizes we often never graduate to the harder conversations, so he offers a method for getting them right, providing candid guidance on: How to recognize the difference between meaningful and inconsequential race conversations. How to build conversational "safe spaces," not merely declare them. How to infuse race conversations with urgency and purpose. How to thrive in the face of unexpected challenges. How administrators might equip teachers to thoughtfully engage in these conversations. With the right blend of reflection and humility, Kay asserts teachers can make school one of the best venues for young people to discuss race.

Kendi, I. X. (2019). *How to Be an Antiracist*. One World.

At its core, racism is a powerful system that creates false hierarchies of human value; its warped logic extends beyond race, from the way we regard people of different ethnicities or skin colors to the way we treat people of different sexes, gender identities, and body types. Racism intersects with class and culture and geography and even changes the way we see and value ourselves. In *How to Be an Antiracist*, Kendi takes readers through a widening circle of antiracist ideas—from the most basic concepts to visionary possibilities—that will help readers see all forms of racism clearly, understand their poisonous consequences, and work to oppose them in our systems and in ourselves. Kendi weaves an electrifying combination of ethics, history, law, and science with his own personal story of awakening to antiracism. This is an essential work for anyone who wants to go beyond the awareness of racism to the next step: contributing to the formation of a just and equitable society.

Kernahan, C. (2019). *Teaching About Race and Racism in the College Classroom: Notes From a White Professor: Vol. First edition*. West Virginia University Press.

Teaching about race and racism can be a difficult business. Students and instructors alike often struggle with strong emotions, and many people have robust preexisting beliefs about race. At the same time, this is a moment that demands a clear understanding of racism. It is important for students to learn how we got here and how racism is more than just individual acts of meanness. Students also need to understand that colorblindness is not an effective anti-racism strategy. In this book, Cyndi Kernahan argues that you can be honest and unflinching in your teaching about racism while also providing a compassionate learning environment that allows for mistakes

and avoids shaming students. She provides evidence for how learning works with respect to race and racism along with practical teaching strategies rooted in that evidence to help instructors feel more confident. She also differentiates between how white students and students of color are likely to experience the classroom, helping instructors provide a more effective learning experience for all students.

Love, B. L. (2019). *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Beacon Press.

Drawing on personal stories, research, and historical events, an esteemed educator offers a vision of educational justice inspired by the rebellious spirit and methods of abolitionists. Drawing on her life's work of teaching and researching in urban schools, Bettina Love persuasively argues that educators must teach students about racial violence, oppression, and how to make sustainable change in their communities through radical civic initiatives and movements. She argues that the US educational system is maintained by and profits from the suffering of children of color. Instead of trying to repair a flawed system, educational reformers offer survival tactics in the forms of test-taking skills, acronyms, grit labs, and character education, which Love calls the educational survival complex. To dismantle the educational survival complex and to achieve educational freedom—not merely reform—teachers, parents, and community leaders must approach education with the imagination, determination, boldness, and urgency of an abolitionist. Following in the tradition of activists like Ella Baker, Bayard Rustin, and Fannie Lou Hamer, *We Want to Do More Than Survive* introduces an alternative to traditional modes of educational reform and expands our ideas of civic engagement and intersectional justice.

McBride, D. (2018). *Caring for Equality: A History of African American Health and Healthcare*. Rowman & Littlefield Publishers.

African Americans today continue to suffer disproportionately from heart disease, diabetes, and other health problems. In *Caring for Equality* David McBride chronicles the struggle by African Americans and their white allies to improve poor black health conditions as well as inadequate medical care—caused by slavery, racism, and discrimination—since the arrival of African slaves in America. Black American health progress resulted from the steady influence of what David McBride calls the health equality ideal: the principle that health of black Americans could and should be equal to that of whites and other Americans. Including a timeline, selected primary sources, and an extensive bibliographic essay, McBride's book provides a superb starting point for students and readers who want to explore in greater depth this important and understudied topic in African American history.

Noble, S. U. (2018). *Algorithms of Oppression: How Search Engines Reinforce Racism*. NYU Press.

A revealing look at how negative biases against women of color are embedded in search engine results and algorithms Run a Google search for “black girls”—what will you find? “Big Booty” and other sexually explicit terms are likely to come up as top search terms. But, if you type in “white girls,” the results are radically different. The suggested porn sites and un-moderated discussions about “why black women are so sassy” or “why black women are so angry” presents a disturbing portrait of black womanhood in modern society. In *Algorithms of Oppression*, Safiya Umoja Noble challenges the idea that search engines like Google offer an equal playing field for all forms of ideas, identities, and activities. Data discrimination is a real social problem; Noble argues that the combination of private interests in promoting certain sites, along with the monopoly status of a relatively small number of Internet search engines, leads to a biased set of search algorithms that privilege whiteness and discriminate against people of color, specifically women of color. Through an analysis of textual and media searches as well as extensive research on paid online advertising, Noble exposes a culture of racism and sexism in the way discoverability is created online. As search engines and their related companies grow in importance—operating as a source for email, a major vehicle for primary and secondary school learning, and beyond—understanding and reversing these disquieting trends and discriminatory practices is of utmost importance. An original, surprising and, at times, disturbing account of bias on the internet, *Algorithms of Oppression* contributes to our understanding of how racism is created, maintained, and disseminated in the 21st century.

[Oluo, I. \(2019\). *So You Want to Talk About Race*: Vol. First Trade Paperback Edition, September 2019. Seal Press.](#)

Ijeoma Oluo offers a revelatory examination of race in America. Protests against racial injustice and white supremacy have galvanized millions around the world. The stakes for transformative conversations about race could not be higher. Still, the task ahead seems daunting, and it's hard to know where to start. How do you tell your boss her jokes are racist? Why did your sister-in-law hang up on you when you had questions about police reform? How do you explain white privilege to your white, privileged friend? In *So You Want to Talk About Race*, Ijeoma Oluo guides readers of all races through subjects ranging from police brutality and cultural appropriation to the model minority myth in an attempt to make the seemingly impossible possible: honest conversations about race, and about how racism infects every aspect of American life.

[Orejuela, F. & Shonekan, S. \(2018\). *Black Lives Matter and Music: Protest, Intervention, Reflection*. Indiana University Press.](#)

Music has always been integral to the Black Lives Matter movement in the United States, with songs such as Kendrick Lamar's 'Alright,' J. Cole's 'Be Free,' D'Angelo and the Vanguard's 'The Charade,' The Game's 'Don't Shoot,' Janelle Monáe's 'Hell You Talmbout,' Usher's 'Chains,' and many others serving as unofficial anthems and soundtracks for members and allies of the movement. In this collection of critical studies, contributors draw from ethnographic research and personal encounters to illustrate how scholarly research of, approaches to, and teaching about the role of music in the Black Lives Matter movement can contribute to public awareness of the social, economic, political, scientific, and other forms of injustices in our society. Each chapter in *Black Lives Matter and Music* focuses on a particular case study, with the goal to inspire and facilitate productive dialogues among scholars, students, and the communities we study. From nuanced snapshots of how African American musical genres have flourished in different cities and the role of these genres in local activism, to explorations of musical pedagogy on the American college campus, readers will be challenged to think of how activism and social justice work might appear in American higher education and in academic research. *Black Lives Matter and Music* provokes us to examine how we teach, how we conduct research, and ultimately, how we should think about the ways that black struggle, liberation, and identity have evolved in the United States and around the world.

[Ramos, P. \(2020\). *Finding Latinx: In Search of the Voices Redefining Latino Identity*. Vintage.](#)

Latinos across the United States are redefining identities, pushing boundaries, and awakening politically in powerful and surprising ways. Many—Afrolatino, indigenous, Muslim, queer and undocumented, living in large cities and small towns—are voices who have been chronically overlooked in how the diverse population of almost sixty million Latinos in the U.S. has been represented. No longer. In this empowering cross-country travelogue, journalist and activist Paola Ramos embarks on a journey to find the communities of people defining the controversial term, “Latinx.” She introduces us to the indigenous Oaxacans who rebuilt the main street in a post-industrial town in upstate New York, the “Las Poderosas” who fight for reproductive rights in Texas, the musicians in Milwaukee whose beats reassure others of their belonging, as well as drag queens, environmental activists, farmworkers, and the migrants detained at our border. Drawing on intensive field research as well as her own personal story, Ramos chronicles how “Latinx” has given rise to a sense of collectivity and solidarity among Latinos unseen in this country for decades. A vital and inspiring work of reportage, *Finding Latinx* calls on all of us to expand our understanding of what it means to be Latino and what it means to be American. The first step towards change, writes Ramos, is for us to recognize who we are.

[Saad, L. F. \(2020\). *Me and white supremacy: combat racism, change the world, and become a good ancestor*. Sourcebooks.](#)

"When Layla Saad began an Instagram challenge called #meandwhitesupremacy, she never predicted it would spread as widely as it did. She encouraged people to own up and share their racist behaviors, big and small. She was looking for truth, and she got it. Thousands of people participated in the challenge, and nearly 100,000

people downloaded the Me and White Supremacy Workbook. Updated and expanded from the original workbook, Me and White Supremacy, takes the work deeper by adding more historical and cultural contexts, sharing moving stories and anecdotes, and including expanded definitions, examples, and further resources. Awareness leads to action, and action leads to change. The numbers show that readers are ready to do this work--let's give it to them."

Singleton, G. E. (2021). *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools and Beyond*. Updated. Third Edition. Corwin.

Deepen the dialogue to address racial disparities in your organization Schools, like all organizations, face a nearly insurmountable hurdle when addressing racial inequities--the inability to talk candidly about race. In this timely update, author Glenn Singleton enables you to break the silence and open an authentic dialogue that forges a path to progress for racial equity. The third edition offers new coverage of the structural inequities in schools and society that have been exposed by the pandemic as well as heightened public awareness of racial injustice. *Courageous Conversations about Race* allows you to deepen your personal understanding of race and its impact on all students. You will discover how to apply the strategy and protocol to Embrace the four agreements--stay engaged, speak your truth, experience discomfort and accept non-closure--to deepen interracial dialogue Build a foundation for advancing equity using the Six Conditions of Courageous Conversation Examine the role of race in your life using the Courageous Conversation Compass to understand and guide your actions Expand your capacity to lead others on the journey in addressing institutional racism disparities This guide empowers you with practical tools and insights to successfully challenge racist policies and practice in schools and beyond. It is your call to leadership--one that will impact student achievement and drive systemic transformation.

Solomon, A. & Rankin, K. (2019). *How We Fight White Supremacy: A Field Guide to Black Resistance*. Bold Type Books.

This celebration of Black resistance, from protests to art to sermons to joy, offers a blueprint for the fight for freedom and justice -- and ideas for how each of us can contribute. Many of us are facing unprecedented attacks on our democracy, our privacy, and our hard-won civil rights. If you're Black in the US, this is not new. As Colorlines editors Akiba Solomon and Kenrya Rankin show, Black Americans subvert and resist life-threatening forces as a matter of course. In these pages, leading organizers, artists, journalists, comedians, and filmmakers offer wisdom on how they fight White supremacy. It's a must-read for anyone new to resistance work, and for the next generation of leaders building a better future.

Taylor, K. (2019). *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership*. The University of North Carolina Press.

By the late 1960s and early 1970s, reeling from a wave of urban uprisings, politicians finally worked to end the practice of redlining. Reasoning that the turbulence could be calmed by turning Black city-dwellers into homeowners, they passed the Housing and Urban Development Act of 1968, and set about establishing policies to induce mortgage lenders and the real estate industry to treat Black homebuyers equally. The disaster that ensued revealed that racist exclusion had not been eradicated, but rather transmuted into a new phenomenon of predatory inclusion. *Race for Profit* uncovers how exploitative real estate practices continued well after housing discrimination was banned. The same racist structures and individuals remained intact after redlining's end, and close relationships between regulators and the industry created incentives to ignore improprieties. Meanwhile, new policies meant to encourage low-income homeownership created new methods to exploit Black homeowners. The federal government guaranteed urban mortgages in an attempt to overcome resistance to lending to Black buyers – as if unprofitability, rather than racism, was the cause of housing segregation. Bankers, investors, and real estate agents took advantage of the perverse incentives, targeting the Black women most likely to fail to keep up their home payments and slip into foreclosure, multiplying their profits. As a result, by the end of the 1970s, the nation's first programs to encourage Black homeownership ended with tens of thousands of foreclosures in Black communities across the country. The push to uplift Black homeownership had

descended into a goldmine for realtors and mortgage lenders, and a ready-made cudgel for the champions of deregulation to wield against government intervention of any kind. Narrating the story of a sea-change in housing policy and its dire impact on African Americans, *Race for Profit* reveals how the urban core was transformed into a new frontier of cynical extraction.

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5.4: Articles and Essays

[AFL-CIO. \(n.d.\). Bayard Rustin: Trade union and civil rights organizer and activist. Social Welfare History Project.](#)

Bayard Rustin served the trade union and civil rights movements as a brilliant theorist, tactician and organizer. He conceived the coalition of liberal, labor and religious leaders who supported passage of the civil rights and anti-poverty legislation of the 1960s and, as the first executive director of the AFL-CIO's A. Philip Randolph Institute, he worked closely with the labor movement to ensure African American workers' rightful place in the House of Labor.

[Alvarez, B. \(2021, September 21\). Teaching with an Anti-Racist Lens. NEAToday.](#)

KEY TAKEAWAYS For many educators, teaching through an anti-racist lens means helping students understand racism's origins and guises, past and present, so they can act to disrupt White supremacy. Despite a push by certain parent groups and lawmakers to prevent educators from teaching about systemic racism and sexism, educators are committed to teach the truth. NEA offers several resources and trainings on how to teach anti-racist curriculum.

[Anderson, E. \(2015\). "The White Space." Sociology of Race and Ethnicity, 1\(1\), 10–21.](#)

Since the end of the Civil Rights Movement, large numbers of black people have made their way into settings previously occupied only by whites, though their reception has been mixed. Overwhelmingly white neighborhoods, schools, workplaces, restaurants, and other public spaces remain. Blacks perceive such settings as "the white space," which they often consider to be informally "off limits" for people like them. Meanwhile, despite the growth of an enormous black middle class, many whites assume that the natural black space is that destitute and fearsome locality so commonly featured in the public media, including popular books, music and videos, and the TV news—the iconic ghetto. White people typically avoid black space, but black people are required to navigate the white space as a condition of their existence.

[Ariel, C. \(2017, August 16\). For our white friends desiring to be allies. Sojourners.](#)

Author's Note: I'm writing this in hopes that it can be used to lighten the load of marginalized folks, keeping in mind that not all marginalized people want to engage in the ally conversation, and that is perfect as well. For those who do, my prayer is that when someone asks you the question, "how can I be a stronger ally?" you might choose to save your breath/energy and send this in its place. I have been asked by two dear friends, "how can I be a stronger ally?" Being the slow emotional processor that I am, I wanted to spend some time with this before I answered them. I surely appreciate and love these two individuals, and I appreciate their vulnerability in asking me this question. I am not going to do much coddling here; I don't know that I believe that love requires coddling. Here are six things you can do to be stronger allies.

[Balthaser, B. \(2016, July 13\). Racial Violence in Black and White. Boston Review.](#)

From W. E. B. Du Bois's publication of lynching photographs to Black Lives Matter's circulation of videos of police brutality against African Americans, there is a radical heritage of using images of violence as instruments of critique.

[Benjamin, P. \(2020, June 21\). Dear White People: If you have ever said any of these things then you are part of the problem. Milwaukee Independent.](#)

My dear white friends, I'm about to lay some hardcore truth on you right now. Many of you are the problem. Yes, you read that right. Many of you are the reason why these riots are happening. Many of you are the reason

why it has come to this. This is especially true if you've ever, and especially in the last weeks, said any of the following: ...

Bensimon, E. M. (2018, October 16). [Reclaiming Racial Justice in Equity, Change: The Magazine of Higher Learning](#), 50(3-4), 95-98.

Reclaiming Racial Justice in Equity. Estela Mara Bensimon is Dean's Professor in Educational Equity and Founding Director of the Center for Urban Education. In 2017, she was elected to the National Academy of Education and presented with the 2017 Social Justice in Education Award by the American Education Research Association (AERA); she is the 2018 AERA Division J Research Award recipient. Her opinion pieces have been published in Inside Higher Education, Denver Post, Sacramento Bee, and Zocalo. In January 2018, Governor Jerry Brown appointed Dr. Bensimon to the Education Commission of the States.

Biss, E. (2015, December 2). [White Debt. The New York Times](#).

Reckoning with what is owed — and what can never be repaid — for racial privilege.

Blow, C. M. (2020, June 7). [Allies, Don't Fail Us Again. The New York Times](#).

Many white people have been moved by the current movement, but how will they respond when true equality threatens their privilege?

Boutte, G. S. & Jackson, T. O. (2013). [Advice to White allies: insights from faculty of Color. Race, Ethnicity and Education. University of South Carolina](#).

This article interweaves discussions of successes and tensions surrounding cross-racial collaborative social justice efforts in teacher education. It addresses frustrations that often occur for faculty of Color when working with White allies in P-12 settings and schools of education at Predominantly White Institutions. Advice is offered with the larger goal of helping White allies think about ways to shift the gaze from educators' politics to the wellbeing of culturally and linguistically diverse students. Suggestions for how White allies can better support faculty of Color are presented.

Bracey, J. (n.d.). [How Racism Harms White Americans. \[Transcript\]. Media Education Foundation](#).

A couple things. This talk used to be a fairly complicated talk because I had to explain to white people why they suffered from racism. Well, after three and a half years of the Obama regime, you can see what I'm talking about. There's a significant portion of white people in this country that will let the country go off a cliff rather than let a black person save them. Right? And they don't mind saying that. They don't hide it. It's not closet racism. It's straight-up, old-fashioned racism. And it's costing everybody. What I want to talk about is where did those ideas come from? How did they get here? How are they so entrenched that even 200 years after the American Revolution, we still have people that cannot see the world except in racial terms. That don't understand what this country is in terms of white privilege and patriarchal privilege and so I'm going to work your way through that.

Brazas, C. & McGeehan, C. (2020, Spring). [What White Colleagues Need to Understand. Learning for Justice \(64\)](#).

White supremacy doesn't stop at the teachers' lounge door.

Brown, Y. (2015, August 14). [The Subtle Linguistics of Polite White Supremacy. Medium](#).

Polite White Supremacy is the notion that whites should remain the ruling class while denying that they are the ruling class, politely. Affectionately, it's called #PWS for short. It has been referred to as the Casual American

Caste System, Delicate Apartheid, Gentle Oppression, or what I like to call it after a few drinks: Chad Crow, the super chill grandson of Jim Crow. No but seriously, Polite White Supremacy is very real. So why is it that we must specifically say 'Polite White Supremacy' rather than Racism? We must say Polite White Supremacy for three reasons. First, saying #PWS puts the responsibility solely on the creators of a systemic problem. Second, this phrase addresses the subtlety and casualness with which oppression is administered. Thirdly, it eradicates the all-too-common confusion between racism and prejudice. It's important to eradicate this confusion so it can be clear that racism is tied to a power structure and access to resources.

[Cargle, R. E. \(2019, November 21\). How to Talk to Your Family About Racism on Thanksgiving. Harper's Bazaar.](#)

"As America sits down to give thanks for a country founded on the pain of many, we can't dismiss the irony of what is being celebrated."

[Coates, T. \(2014, June\). The Case for Reparations. The Atlantic.](#)

Two hundred fifty years of slavery. Ninety years of Jim Crow. Sixty years of separate but equal. Thirty-five years of racist housing policy. Until we reckon with our compounding moral debts, America will never be whole.

[Cobb, J. \(2020, May 27\). The Death of George Floyd, In Context. The New Yorker.](#)

The New Yorker staff writer Jelani Cobb situates the death of George Floyd within the current racial climate in the United States.

[Collins, C. \(2018, Fall\). What Is White Privilege, Really? Learning for Justice, 60.](#)

Recognizing white privilege begins with truly understanding the term itself. Click the "more" link below to access the Toolkit for "What Is White Privilege, Really?" This toolkit offers advice, activities and further reading suggestions for educators who want to unpack the concept of whiteness and white privilege with themselves and with students.

[DiAngelo, R. \(2011\). White Fragility. The International Journal of Critical Pedagogy, 3\(3\). University of North Carolina Greensboro.](#)

White people in North America live in a social environment that protects and insulates them from race-based stress. This insulated environment of racial protection builds white expectations for racial comfort while at the same time lowering the ability to tolerate racial stress, leading to what I refer to as White Fragility. White Fragility is a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium. This paper explicates the dynamics of White Fragility.

[Diaz, R. \(2020, January 22\). Moving on from Diversity Work. Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.](#)

"If institutions protect whiteness, then it is easy for diversity work to be symbolic."

[Felber, G. \(2016, August 30\). Black Nationalism and Liberation: Integration doesn't guarantee equality or freedom. Boston Review.](#)

Black Nationalism and Liberation Integration doesn't guarantee equality or freedom.

[Franklin, J. \(2016\). Racial Microaggressions, Racial Battle Fatigue, and Racism-Related Stress in Higher Education. NYU Journal of Student Affairs, pp. 44-55.](#)

The college experiences of students of color today are described as distinct from their White peers due to racial microaggressions. Recently, higher education research has begun to describe racial microaggressions, but scholars often do not take the next step to investigate the impact of racial microaggressions on health and academics. This literature review highlights the differences among racial microaggressions, racial battle fatigue, racism-related stress and racial trauma through theoretical and empirical studies. The paper argues that institutions, practitioners, researchers, and higher education leaders can address racial microaggressions and racial battle fatigue to make their campuses more equitable.

[Gamio Cuervo, A. B. \(2016, Summer\). Latinx: A Brief Handbook. Princeton LGBT Center.](#)

Princeton LGBT Center Online Resource -- adopted by LGBT+ and cultural organizations nationally.

[Goodwin, M. T. \(2018, December 7\). Racial Battle Fatigue: What is it and What are the Symptoms? Medium.](#)

Defining racial battle fatigue, what causes it, and what are the symptoms.

[Gorski, P. \(2019, April\). Avoiding Racial Equity Detours. Educational Leadership, 56-61.](#)

Students experiencing racism can't wait for schools to move at their own pace and comfort level.

[Greater Good. \(2020, June 3\). Anti-Racist Resources from Greater Good. The Greater Good Science Center at the University of California, Berkeley.](#)

In response to the killing of unarmed Black people by police, we gathered Greater Good pieces that explore our potential to reduce prejudice in society and in ourselves.

[The Guardian & American University's Antiracist Research and Policy Center. \(2018-2019\) Antiracism and America. The Guardian.](#)

A collaboration between The Guardian and American University's Antiracist Research and Policy Center, this is an ongoing series that sheds light on the structures at the root of racial inequities. Includes: Moss, M. Trauma lives on in Native Americans by making us sick – while the US looks away -- Pérez, M. Z. The Danger of Being Pregnant and Black in America. -- García, M. The border wall isn't just a dividing line – it's a monument against racial progress. -- To end racial disparities in policing, we must look beyond the data. -- Queens of the kitchen: women hold power until the space becomes a business. -- Chung, N. Stories of transracial adoptees must be heard – even uncomfortable ones. -- Oluo, I. Confronting racism is not about the needs and feelings of white people. -- Díaz, J. The school-to-prison pipeline is getting worse for black and brown girls. -- Jenkins, M. Bones that revealed a Texas town's forgotten racial past deserve respect. -- Petrella, C. Anand Giridharadas: 'What wealthy people do is rig the discourse'. -- Are we racist? A family's conversation, illustrated. – Bayoumi, M. I'm a brown Arab-American, and the US census refuses to recognize me. -- Activist and ex-prisoner Eddy Zheng: 'How do we humanize each other?'. -- Perry, I. Voter suppression carries slavery's three-fifths clause into the present. – Taylor, K-Y. Housing market racism persists despite 'fair housing' laws. – diAngelo, Robin. White people assume niceness is the answer to racial inequality. It's not. – Janmohamed, Z. The divisiveness that permeates Detroit's communities of color. – Kaba, M. Black women punished for self-defense must be freed from their cages. – Milman, O. Robert Bullard: 'Environmental justice isn't just slang, it's real'. – Johnson, J. N. Facing Charlottesville's savage, racist history has the power to save us. – Jackson, J. I went to prison for 19 years. Here is why I didn't become a statistic. -- About Antiracism & America - a Guardian series. -- What led

Chicago to shutter dozens of majority-black schools? Racism. – Kendi, I. X. This is what an antiracist America would look like. How do we get there?

Harmon, A. (2019, February 18). [For a Black Mathematician, What It's Like to Be the 'Only One'.](#) *The New York Times*.

Fewer than 1 percent of doctorates in math are awarded to African-Americans. Edray Goins, who earned one of them, found the upper reaches of the math world a challenging place.

Harper, F. K., Maher, E. M., & Jung, H. (2021). [Whiteness as a Stumbling Block in Learning to Teach Mathematics for Social Justice.](#) *Investigations in Mathematics Learning*, 13(1), 5–17.

Using mathematics as a tool to interrogate (in)justice and take action toward a more socially just world in PreK-12 mathematics shows promise for disrupting marginalization of Black and Brown students. Teachers, however, work within broader systems, structures, and discourses that shape their decisions and actions. Consequently, they likely feel imbalance, and attempts to manage tensions may inadvertently perpetuate whiteness -- the ideologies that value the white racial group over others. To explore this phenomenon, we asked: How do white teachers learning to teach mathematics for social justice disrupt whiteness in mathematics education, and how do they perpetuate whiteness? We examined two newly practicing teachers' social justice mathematics lesson planning, enactment, and reflection through a framework for the operation of whiteness in mathematics education. Findings provide insights into the perpetuation and disruption of whiteness in the institutional and labor dimensions of mathematics teaching and learning as teachers sought to balance mathematics and social justice goals and connect to Black and Brown students' experiences. We discuss implications for the continued learning of social justice teaching and the development of resources to support disruption of whiteness in mathematics education.

Harris, C. I. (1993, June). [Whiteness as Property.](#) *Harvard Law Review*, 102(8), 1710-1791.

RACE AND THE LAW Whiteness as Property Article by Cheryl I. Harris JUN 10, 1993 In the lead up to Volume 134, the Harvard Law Review republished five classic Critical Race Theory articles from our archives. This is the first piece in our series. The full version of this Article may be found by clicking on the PDF link below. Issues regarding race and racial identity as well as questions pertaining to property rights and ownership have been prominent in much public discourse in the United States. In this article, Professor Harris contributes to this discussion by positing that racial identity and property are deeply interrelated concepts. Professor Harris examines how whiteness, initially constructed as a form of racial identity, evolved into a form of property, historically and presently acknowledged and protected in American law. Professor Harris traces the origins of whiteness as property in the parallel systems of domination of Black and Native American peoples out of which were created racially contingent forms of property and property rights. Following the period of slavery and conquest, whiteness became the basis of racialized privilege — a type of status in which white racial identity provided the basis for allocating societal benefits both private and public in character. These arrangements were ratified and legitimated in law as a type of status property. Even as legal segregation was overturned, whiteness as property continued to serve as a barrier to effective change as the system of racial classification operated to protect entrenched power. Next, Professor Harris examines how the concept of whiteness as property persists in current perceptions of racial identity, in the law's misperception of group identity and in the Court's reasoning and decisions in the arena of affirmative action. Professor Harris concludes by arguing that distortions in affirmative action doctrine can only be addressed by confronting and exposing the property interest in whiteness and by acknowledging the distributive justification and function of affirmative action as central to that task.

Haynes, C. & Bazner, K. J. (2019, 19 September). [A message for faculty from the present-day movement for black lives.](#) *International Journal of Qualitative Studies in Education*, 32(9), 1146-1161.

The present-day movement for Black lives calls attention to the antiblackness that is supported and reinforced in White America. Antiblackness ostensibly contextualizes what it means to Learn While Black at predominantly

White institutions. This article presents a content analysis of the demands that pertain to faculty and faculty work Black students submitted to institutional leaders in the aftermath of Ferguson and the campus rebellion led by Concerned Student 1950 at the University of Missouri. Study findings point to the classroom as a pedagogical site of Black Liberation; that is, interrogating Whiteness. This article concludes with recommendations to help faculty, especially White faculty, in interrogating whiteness and advancing Black Liberation in higher education.

[Hidden Brain. \(n.d.\) Additional Resources \[on Police and Black Americans\]. Hidden Brain Media.](#)

Selected primary and secondary resources on the relationship between police and Black Americans.

[Hobson, J. \(2022, February 1\). Tubman 200: Harriet Tubman Bicentennial Project Explores the Meaning of Freedom Through One Extraordinary Life. Ms. Magazine.](#)

Two hundred years ago, a child was born into chattel slavery. She grew up to become a liberator. Abolitionist. Diviner. Healer. Nurse. Naturalist. Freedom fighter. Military raid leader. Spy. Scout. Suffragist. Daughter. Sister. Wife. Mother. Aunt. Friend. National Icon. This is the legacy of Harriet Tubman (1822-1913), born Araminta Ross, called Minty in her youth, and heralded as Moses in her extraordinary adult years of emancipatory action. ... Tubman, who was once described by biographer Milton C. Sernett as a “litmus test” for diversity and inclusion, is an apt historical symbol for our current age—perhaps best represented when she won a popularity contest to place an historic woman on U.S. currency back in 2015.

[Hudson, P. J. \(2016, March 14\). The Racist Dawn of Capitalism. Boston Review.](#)

Unearthing the economy of bondage.

[Jenkins, C., & Alfred, M. \(2018\). Understanding the motivation and transformation of White culturally responsive professors. Journal of Adult and Continuing Education, 24\(1\), 81–99.](#)

To access the full article, contact the library using the widget at the top left of this page, or complete the this online form: <https://tinyurl.com/ytmvvrly> The purpose of this study was to examine the motivation for White professors in higher education to become culturally inclusive in their teaching practices and the transformational experiences that created this motivation and shaped their development. The findings revealed personal convictions that centred on moral obligations towards teaching was the primary motivation for the participants, that culturally responsive teaching requires complex consideration in its implementation, and there are a variety of challenges that impact culturally responsive professors. Above all, the participants believed in the moral rightness of their work and felt obligated to teach in a culturally responsive manner.

[Jett, C. C. \(2013\). Culturally Responsive Collegiate Mathematics Education: Implications for African American Students. Interdisciplinary Journal of Teaching and Learning, 3\(2\), 102–116.](#)

In this article, the author utilizes the culturally congruent work of Gay (2010) and Ladson-Billings (2009) to highlight culturally responsive teaching as a viable option for African American students in higher education mathematics spaces. He offers translations of Gay and Ladson-Billings' work to African mathematics and argues that these practices increase access to rigorous culturally responsive mathematics and enact the brilliance that African American students bring to the mathematics space (Leonard & Martin, 2013). The author also challenges postsecondary educators to allow culturally responsive practices to shape their instructional practices. In addition, he shares future research directions for African American students in mathematics, preservice mathematics teachers, and mathematics professors.

[Johnson, W. \(2016, October 26\). To Remake the World: Slavery, Racial Capitalism, and Justice. Boston Review.](#)

The idea that enslavement “dehumanized” enslaved people suggests that their humanity needs to be proven again and again. Much of the scholarship on slavery has relied upon a pat liberal notion of human rights as its moral paradigm. The version of human rights that dominates contemporary discourse is not significantly inflected by the history of slavery, although it would be better if it were. What if we use the history of slavery as a standpoint from which to rethink our notion of justice today?

Kazi, N. (2019). Troubling Islamophobia: Redefining the Conversation on Anti-Muslim Violence. *Political Theology Network*.

Without a sustained focus on material inequalities and repressive state power, the conversation on Islamophobia too easily slips into a mealy-mouthed appeal to diversity and tolerance.

Kazi, N. (2020). Reform, Abolition, and Decoloniality: Framing Islamophobia. *Political Theology*, 21(5), 455–460.

In article the author talks about the issues in anti-Islamophobia scholarship and activities which includes reform, and abolition. Topics include that books including "Radical Skin, Moderate Masks," "Islamophobia and Racism in America," and "Islamophobia, Race, and Global Politics" that explore flaws both in academia, and representational Muslim politics and advocacy, and policy practices.

Kendi, I. X. (2020, June 1). *The American Nightmare*. *The Atlantic*.

To be black and conscious of anti-black racism is to stare into the mirror of your own extinction. To access the full article, contact the library using the widget at the top left of this page, or complete the this online form: <https://tinyurl.com/ytmvvrffy>

Kendi, I. X. (2020, May 12). *Who Gets to Be Afraid in America?* *The Atlantic*.

Americans don't see me, or Ahmaud Arbery, running down the road—they see their fear. To access the full article, contact the library using the widget at the top left of this page, or complete the this online form: <https://tinyurl.com/ytmvvrffy>

Kim, M. M. (2019, November 10). *Allyship (& Accomplice): The What, Why, and How*. *Medium*.

Allyship is an active and consistent practice of using power and privilege to achieve equity, inclusion, and justice while holding ourselves accountable to marginalized people's needs.

Kim, M. M. (2020, May 8). *20+ Allyship Actions for Asians to Show Up for the Black Community Right Now*. *Medium*.

In light of #AhmaudArbery and ongoing police violence, how can the Asian and Asian American community show up for our Black siblings? Read this article in Korean, Chinese (simplified), Tamil, Malayalam (by The Social Understanding Initiative) or Japanese (by Michi Yoshikawa). Other Asian languages coming soon!

Kivel, P. (2002). *The Costs of Racism to White People*, [Reprinted from *Uprooting Racism: How White People Can Work for Racial Justice*].

Includes tool: Costs of Racism to White People Checklist. It can be hard for us to be honest with ourselves about the costs of racism in our own lives. The following is a checklist you can use to evaluate the costs of racism to white people.

Lebron, C. (2016, January 15). *The Invisibility of Black Women*. *Boston Review*.

Black women go missing—from civil rights history and from our lives.

[Love, B. L. \(2021, January 12\). How to Make Anti-Racism More Than a Performance. Education Week.](#)

Whether white people are ready or not, policies have to change.

[Martinez-Cola, M. \(2020\). Collectors, Nightlights, and Allies, Oh My. Understanding and Dismantling Privilege, 10\(1\), 61-82.](#)

As more students of Color enter into Historically White Institutions (HWIs), the dearth of mentors of Color continues to be an issue leaving students to rely on White mentors within academia. Much of the literature regarding mentoring discusses its definitions and best practices. It does not, however, capture the experiences of students of Color and their perceptions of their White mentors. It also fails to challenge White mentors who other, tokenize, or fail to understand their mentees. Through autoethnography rooted in Critical Race Theory counternarratives, I identify, define, and discuss three roles White mentors play for students of Color.

[Moosa, T. \(2017, May 9\). White People, It's Time To Prioritize Justice Over Civility. The Establishment.](#)

In striving to be 'civil,' white moderates provide cover for deadly white supremacy.

[The New Yorker. \(2019, June 10\). Ta-Nehisi Coates Revisits the Case for Reparations. The New Yorker.](#)

It's not often that an article comes along that changes the world, but that's exactly what happened with Ta-Nehisi Coates, five years ago, when he wrote "The Case for Reparations," in The Atlantic. Reparations have been discussed since the end of the Civil War—in fact, there is a bill about reparations that's been sitting in Congress for thirty years—but now reparations for slavery and legalized discrimination are a subject of major discussion among the Democratic Presidential candidates. In a conversation recorded for The New Yorker Radio Hour, David Remnick spoke with Coates... . Subjects of the conversation included what forms reparations might take, which Democratic candidates seem most serious about the topic, and how the issue looks in 2019, a political moment very different from when "The Case for Reparations" was written.

[Okun, T. & dRworks. \(2006\). From White Racist to White Anti-Racist: the life-long journey. dismantlingracism.org.](#)

This article is meant to accompany the ladder of empowerment for white people, which is our attempt (referring to dRworks, an organization described below) to distinguish the different stages that white people go through as we develop awareness of our relationship to racism. This work draws on the thinking and experience of many people; those who have been directly quoted are listed at the end. The rest is the result of my exposure to the thinking and experience of many trainers and participants in the Dismantling Racism process, including dRworks colleagues, as well as friends and colleagues doing anti-racism work. Any usefulness found here should be credited to the larger community of anti-racism activists; any errors or flawed thinking is mine alone. The basic purpose of this article is to both help white people understand our identity as white people within a racist system which assumes our superiority and at the same time challenge that assumption and replace it with a positive, anti-racist identity. While many white people seem to think that one solution is to claim 'colorblindness,' both with regards to ourselves and to People of Color, we believe that it is absolutely critical to accept our identity as white people within a white group, understanding that this association profoundly affects the quality of our lives politically, economically, socially. We must then work, in the words of Beverly Daniel Tatum in her excellent book on racial identity development *Why Are All the Black Kids Sitting in the Cafeteria Together* (p. 94), "to feel good about it in the context of a commitment to a just society. This requires two tasks: the abandonment of individual racism and the recognition of and opposition to institutional and cultural racism."

[olsson, j. \(2011\). Detour-Spotting for white anti-racists. Cultural Bridges to Justice.](#)

For white people living in North America learning to be anti-racist is a re-education process. I must unlearn the thorough racist conditioning to re-educate and re-condition myself as an anti-racist. I need knowledge, guidance and experience to avoid the detours and traps waiting for me on this journey. There is little social or political encouragement for this journey of re-education. We are constantly tempted to change course by the racist propaganda of society and our own guilt and denial. In the face of society's and our own resistance, sustaining the will to continue this journey takes bold and stubborn effort. This journey sends us into unfamiliar territory; we have never been here before. No white person has ever lived in a non-racist North America.) None of us has ever been taught the skills of anti-racist living. Indeed, we have been carefully taught the opposite: how to maintain our white privilege. Racism, the system (of oppression) and advantage (for white people) depends on the collusion and cooperation of white people for its perpetuation. ...

[Oluo, I. \(2019, April 15\). Welcome To The Anti-Racism Movement—Here's What You've Missed. The Establishment.](#)

A handy list of things that you're going to need to catch up on. Buck up, because it won't be easy. Are you still reeling in shock at the presidential election results? Are you pulling at your hair wondering, "How did this country get so racist??" Are you posting statuses about how it is now time to come together to fight racism in the face of current political threats? Have you found yourself saying, "Well, at least this administration is waking people up." Hi! I see you there! Welcome to the anti-racism movement. I know you were kind of hoping to sneak in the back of class in the middle of this semester and then raise your hand in a few days to offer up expert opinion like you've always been here—but you've been spotted, and I have some homework for you, because you've missed A LOT and we don't have the time to go over it all together. I'm glad you are here (I mean, I'd really rather you arrived sooner and I'm a little/lot resentful at how often we have to stop this class to cover all the material for people who are just now realizing that this is a class they should be taking, but better late than never I guess) and I know that once you catch up, you can contribute a lot to the work being done here.

[Oluo, I. \(2019, March 28\). Confronting racism is not about the needs and feelings of white people. The Guardian.](#)

Too often whites at discussions on race decide for themselves what will be discussed, what they will hear, what they will learn.

[Omadeke, J. \(2021, June 15\). Why the Model Minority Myth Is So Harmful. Harvard Business Review.](#)

Summary. In large, conservative industries, there's historically been a trend of promoting a small percentage of minority professionals, who the organization then considers to be sufficient for equitable representation on their leadership teams. As a result, the one or two people of color who do make it into senior roles often have to overcompensate, or act as the "model minority." There is huge pressure on their shoulders to assimilate in order to make themselves more palatable for their non-diverse team members, along with a fear that, if they don't, their opportunity may be taken away.

[Palmer, B. J. \(2017, Spring\). The Crossroads: Being Black, Immigrant, and Undocumented in the Era of #Blacklivesmatter. Georgetown Journal of Law & Modern Critical Race Perspectives, 9, 99.](#)

This paper discusses the detrimental, intersectional effects of immigration law and criminal law on Black immigrants, both with and without documentation. Anti-Black racism, deeply embedded in America's criminal law system, funnels Black immigrants into the criminal justice system, and subsequently into removal or other punitive immigration proceedings. Black immigrants have long been missing, or purposely erased, from the national immigration narrative. Only a handful of organizations advocate for their particularized needs. As Black immigrant activism increases in visibility, opportunities for a new form of coalition building--known as "transformational solidarity"--must be adopted in order to protect and advocate for Black immigrants.

[Petrella, C. \(2016, March 30\). On Stone Mountain: White Supremacy and the Birth of the Modern Democratic Party. Boston Review.](#)

When the GOP won white voters by dog-whistling white supremacy, Democrats wooed them back with a renewed commitment to "mainstream America."

Phillips, H. (2020, May 9). [Performative Allyship Is Deadly \(Here's What to Do Instead\)](#). Medium.

Activism can't begin and end with a hashtag.

Pitts, J. (2016, Fall). [Silence speaks volumes. Our students are listening](#). *Learning for Justice*, 54.

As educators we (sometimes unknowingly) step into roles of advocate, caretaker, guide, and even mother or father to students. Students pay attention to everything we say and do. They particularly pay attention to our silence. We may be uncomfortable talking about race, but we can no longer afford to be silent. We have chosen a profession, which—like parenting—requires that our comforts come second to those of children. Many black and brown students are educated in school systems and classrooms where they, despite making up the racial majority, are taught how to understand a world by a staff comprised of a powerful minority. When their teachers choose to remain silent about moments of racial tension or violence—violence that may well touch students' own communities or families—these children are overtly reminded of their inferior place in society.

[Racial Equity Tools](#). (2020). [Core Concepts: Racism](#). Racial Equity Tools.

Discussion of racism in terms of anti-blackness, and interpersonal, cultural, and institutional racism. Followed by a list of resources on each topic.

Rainey, et al. (2018). [Race and gender differences in how sense of belonging influences decisions to major in STEM](#). *International Journal of STEM Education*, 5(10).

Abstract Background: Women and students of color are widely underrepresented in most STEM fields. In order to investigate this underrepresentation, we interviewed 201 college seniors, primarily women and people of color, who either majored in STEM or started but dropped a STEM major. Here we discuss one section of the longer interview that focused on students' sense of belonging, which has been found to be related to retention. In our analysis, we examine the intersections of race and gender with students' sense of belonging, a topic largely absent from the current literature. **Results:** We found that white men were most likely to report a sense of belonging whereas women of color were the least likely. Further, we found that representation within one's STEM sub-discipline, namely biology versus the physical sciences, impacts sense of belonging for women. Four key factors were found to contribute to sense of belonging for all students interviewed: interpersonal relationships, perceived competence, personal interest, and science identity. **Conclusions:** Our findings indicate that students who remain in STEM majors report a greater sense of belonging than those who leave STEM. Additionally, we found that students from underrepresented groups are less likely to feel they belong. These findings highlight structural and cultural features of universities, as well as STEM curricula and pedagogy, that continue to privilege white males. **Keywords:** Gender, Race, Belonging, Intersectional, Retention, Representation.

ross, k. m. (2020, June 4). [Call It What It Is: Anti-Blackness When black people are killed by the police, "racism" isn't the right word](#). *The New York Times*.

The word "racism" is everywhere. It's used to explain all the things that cause African-Americans' suffering and death: inadequate access to health care, food, housing and jobs, or a police bullet, baton or knee. But "racism" fails to fully capture what black people in this country are facing. The right term is "anti-blackness." To be clear, "racism" isn't a meaningless term. But it's a catch-all that can encapsulate anything from black people being denied fair access to mortgage loans, to Asian students being burdened with a "model minority" label. It's not specific. Many Americans, awakened by watching footage of Derek Chauvin killing George Floyd by kneeling on his neck, are grappling with why we live in a world in which black death loops in a tragic screenplay, scored

with the wails of childless mothers and the entitled indifference of our murderers. And an understanding of anti-blackness is the only place to start. Anti-blackness is one way some black scholars have articulated what it means to be marked as black in an anti-black world. It's more than just "racism against black people." That oversimplifies and defangs it. It's a theoretical framework that illuminates society's inability to recognize our humanity — the disdain, disregard and disgust for our existence.

Ruiz, V. L. (2006, December). Nuestra América: Latino History as United States History. *The Journal of American History*, 93(3): 655-672.

Discusses the ways Mexican Americans, American Indians, and Euro-Americans could inhabit the same social spaces and thus complicate U.S. western narratives that privilege a binary relationship between Euro-Americans and a designated "other."

Serwer, A. (2020, May 8). [The Coronavirus Was an Emergency Until Trump Found Out Who Was Dying.](#)

The pandemic has exposed the bitter terms of our racial contract, which deems certain lives of greater value than others.

Sherover-Marcuse, R. (2020, June 19). [Working Assumptions for White Activists on Eliminating Racism: Guidelines for Recruiting Other Whites as Allies.](#) Films For Action.

A list of guidelines for recruiting other Whites as allies.

Simmons, D. (2020, July 1). [Why COVID-19 Is Our Equity Check.](#) ASCD, 77(10).

With students dispersed, schools and our society must confront long-simmering inequities.

Smith, C. W. (2020, August 18). [Historically, White Americans Have Failed to See Racism as a Systemic Issue. Is That Changing? Yes!](#) Magazine.

After the civil rights movement, White people in the U.S. were still widely uncommitted to systemic solutions and policies to support racial equality. Although attitudes have shifted since, it's not enough for transformative change.

Smith, W. A. (2008, January). Higher Education: Racial Battle Fatigue. In R. T. Schaefer (Ed.), *Encyclopedia of Race, Ethnicity, and Society* (pp.615-618). Sage Publications.

Contemporary multiracial and multiethnic institutions of higher education are indeed microcosms of the broader U.S. society, which is still undergoing profound sociopolitical and demographic restructuring from predominantly and historically White to unprecedented levels of racial/ethnic diversity within its institutions, schools, and communities. ... Among students of color, the ongoing impact of subtle and overt discrimination may create a kind of racial battle fatigue. This entry describes campus race relations in this context.

Taylor, K-Y. (2020, May 29). [Of Course There Are Protests. The State Is Failing Black People.](#) The New York Times.

The collapse of politics and governance leaves no other option.

Torres, C. (2019, August 14). [The Urgent Need for Anti-Racist Education.](#) Education Week.

Christina Torres is an 8th grade English teacher at Punahou School in Honolulu, Hawaii. Previously, she has worked with Teach For America, Hope Street Group, the Center for Teaching Quality, and Teaching Tolerance.

Find her online: Teach. Run. Write.

[Viney, L-M. S. \(2016., July 19\). Here's why it hurts when people say, "all lives matter". Vanity Fair.](#)

A national youth advocate and educator explains why mattering means so much to black Americans.

[Washington, E. F., et al. \(2020, July 3\). When and How to Respond to Microaggressions. Harvard Business Review.](#)

Microaggressions are defined as verbal, behavioral, and environmental indignities that communicate hostile, derogatory, or negative racial slights and insults to the target person or group. For Black people, they are ubiquitous across daily work and life. You can respond in one of three ways: let it go, call it out immediately, bring it up at a later date. Here's a framework for deciding which path is right for the situation and how to handle the conversation if you choose to have one. First, discern what matters to you. Second, disarm the person who committed the microaggression; explain that you want to have an uncomfortable conversation. Third, challenge them to clarify their statement or action, then focus them on the negative impact it had. Finally, decide how you want to let the incident affect you.

[West End House. \(2021, February\). 30 Day Anti-Racism Challenge. westendhouse.org.](#)

Self-learning resources for White people. Click each day's links for learning opportunities.

[Whites for Racial Equity. \(n.d.\). Resources on Whiteness, Minoritized Groups, Educational Equity, Anti-Racism. whitesforracialequality.org.](#)

Provides links to articles on the following categories: Cultural Appropriation, Cultural Humility, Implicit Bias, White Allies, White Fragility, White Nationalists, White Privilege, White Resentment, White Saviors, White Supremacy, White Teachers, Whiteness, Microaggressions, White Identity Development, Anti-Semitism, Arab American, Asian American, Black History, Black Lives Matter, Civil Rights Era, Farmworkers, Immigration, Indigenous People, Islamophobia, Latino, Latina, Latinx, Slavery, Critical Race Theory, Educational Equity, Ethnic Studies, White Teachers, Accountability, Anti-Black Racism, Anti-Racism Activities, Colorism, Environmental Racism, Health Inequities, Housing Disparities, Justice System, Labor/Employment, Policing, Race-Conscious Children, Racial Trauma, Racism Reparations, Resisting, Social Justice, Structural Racism, Taking Action, Voting Rights, Wealth Gap, Work Place Inclusion.

[Wing, K. \(2020, May 29\). Teachers Must Hold Themselves Accountable for Dismantling Racial Oppression. ed post.](#)

OpEd: Teachers Must Hold Themselves Accountable for Dismantling Racial Oppression.

[Wise, T. \(2020, June 29\). Code of Ethics for White Anti-Racists. The Good Men Project.](#)

10 suggestions for stronger solidarity.

[Worth, S. \(2020, February 19\). The Language of Anti-Racism. Yes! Magazine.](#)

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5.5: Audiovisual Resources

Act.tv. (2019, April 16). [Systemic Racism Explained](#). [Video]. YouTube.

A short video explaining systemic racism.

Abolitionist Teaching Network. (2020-2021). [ATN - Teaching To Thrive](#) [Audio podcast series]. Captivate.fm

Teaching to Thrive is a podcast committed to sharing ideas that strengthen the everyday lives of Black and Brown students within our schools and communities. Each episode is aimed at empowering our knowledge for collective liberation.

Acho, E. (2020). [Uncomfortable Conversations with a Black Man](#) [TV Series]. <https://uncomfortableconvos.com/>.

Our Nation and world have again been confronted with its greatest ongoing pandemic, Racism. Racism is not a virus of the body; it is a virus of the mind, and unfortunately, it can be lethal. But you cannot fix a problem that you do not know you have. And if “ignorance is bliss”, in this case, bliss has caused bondage and pain for others. But there is a fix. We can all access the life-saving medicine that will cure the world’s most ailing, long-lasting pandemic. But in order to access it, we’re going to have to have some uncomfortable conversations. Uncomfortable Conversations with a Black Man, is a safe place to have the uncomfortable conversations about race that many white people have never been able to have. But enough is enough- I want to remove the barriers for why we’ve never had these conversations. I want to provide a free space for curious white people to answer the questions they’ve always had but have been too nervous to ask. Like, “How can I have white privilege if I’m not wealthy?”, or “is racial profiling ok if black people tend to commit more crimes”, or my personal favorite from a 19-year-old girl from rural Alabama named Amy who asked, “if black people can say the ‘N’ word, why can’t I?” And many, many more. Many have thought these questions without realizing the key to mending the racial divide in our world lie within the answers, and that white people DO have the power to affect sweeping change, and short circuit racism within their own lives and communities. The cure for what ails us – all of us — lies within these, Uncomfortable Conversations with a Black Man. Enjoy

Al Jazeera English. (2020, June 9). [How can you be an ally to the Black Lives Matter movement?](#) [Video]. Youtube.

Mass protests in the US over the killing by police of George Floyd, have been swelled by the presence of people of all races in numbers not seen before. But whether it’s on the streets or online, what does true allyship look like? “You’re walking down the street and you see a child and a big dog charging towards it. Do you let the dog eat the child or save the child?” writer and activist Feminista Jones told The Stream. “If you observe something, and you know something is going to happen, do you do everything you can to stop it, or do you think of self-preservation?” Activists say it’s vital that being an ally is an ongoing process of both education and action. Manuals on allyship are circulating on social media to help people take steps in that direction. Some of the suggestions are: educating yourself, researching, listening and not talking. Showing up at protests, observing and protecting people who are more vulnerable to police action. Donating to organisations on the frontline, centering and amplifying the voices of Black people.

Amanpour and Company. (2020, June 2). [Bryan Stevenson: There’s a Direct Line From Lynching to George Floyd](#) [Video]. Youtube.

Addressing the root causes of racial injustice in America is fundamental to achieving lasting change. Bryan Stevenson has dedicated his life to doing just that. As a leading civil rights lawyer, Stevenson made his name saving dozens of wrongfully convicted inmates from execution through his Equal Justice Initiative. He speaks with Walter Isaacson about solutions, from a change in the culture of policing to an embrace of truth and reconciliation.

American Documentary, Inc. & the WORLD Channel. (2012-). [America ReFramed](#) [TV Series]. The WORLD Channel.

America ReFramed brings to life compelling stories, personal voices and experiences that illuminate the contours of our ever-changing country. Since 2012, the series has premiered 170 films - more than half helmed by female makers and a third credited to BIPOC makers - centering stories of the LGBTQ community, people with disabilities, the formerly incarcerated, veterans, immigrants and more.

[Anderson, J. & Thirteen Productions. \(2017\). The Talk: Race in America \[Film\]. PBS. AVON.](#)

The Talk – Race in America is a two-hour film about “the talk” that parents have with their children of color (primarily boys) to teach them how to act around the police in order to remain safe.

[Ayers, H. & Warren, L. \(2018\). An Outrage \[Film\]. Learning for Justice.](#)

For decades following the Civil War, racial terror reigned over the United States and, particularly, the American South, claiming thousands of lives and uprooting countless others. Lynching—at once extralegal and a systemic form of social control—left in its wake a pain that still lingers. That pain was first endured by brutalized black bodies, and then by the black communities it devastated and displaced. Those communities now face a different kind of violence: silence and erasure. Victims of lynching were forgotten in a graveyard overgrown with weeds planted by their tormentors. An Outrage, a film by Hannah Ayers and Lance Warren, joins the movement to right this wrong—not only to promote remembrance but also to illustrate how this recent history of injustice engenders further injustice today. Through the voices of scholars and activists in communities across the South, as well as through the descendants of the victims themselves, this film serves to educate viewers and call them to action. An Outrage takes viewers to the very communities where heinous acts of violence took place, offering a painful look back at lives lost to lynching and a critical look forward.

[Bagwell, O. \(1998\). Africans in America \[TV series\]. WGBH Boston for PBS.](#)

America's journey through slavery is presented in four parts. For each era, you'll find a historical Narrative, a Resource Bank of images, documents, stories, biographies, and commentaries, and a Teacher's Guide for using the content of the Web site and television series in U.S. history courses.

[Becton, S. & Smith, K. \(2021, June 29\). How Do We Pursue Equity in Education? By Learning, Unlearning, and Muddling Through \[Audio podcast\]. School Library Journal.](#)

Discusses the importance of continuous, evolving work in order to "disrupt the systemic forces that continue to drive racial inequity in education."

[Bennett, K. \(2020, November 24\). Allyship 101: Listening, Learning, and Loving Others in the Age of Black Lives Matter \(S03, E08\) \[Audio podcast\]. In Pod for the Cause. The Leadership Conference on Civil and Human Rights.](#)

Podcast: Allyship 101: Listening, Learning, and Loving Others in the Age of Black Lives Matter.

[Bennett, K. \(2021, February 26\). Black Justice is Our Justice \(S04, E03\) \[Audio podcast\]. In Pod for the Cause. The Leadership Conference on Civil and Human Rights.](#)

Podcast: Black Justice Is Our Justice.

[Bennett, K. \(2021, November 5\). Immigration and Race in America \(S05, E03\) \[Audio podcast\]. In Pod for the Cause. The Leadership Conference on Civil and Human Rights.](#)

Podcast: Immigration and Race in America.

[Bennett, K. \(2022-\). Self Evident: Asian America's Stories \[Audio podcast\]. Self Evident Media.](#)

We tell Asian America's stories to go beyond being seen. Join us in building the most impactful home for true stories that honor the everyday lives of Asian American people — and pass the mic for everyone to represent their whole self.

[Bieber, J., et al. \(2020\). Asian Americans \[TV Series\]. PBS.](#)

Asian Americans is a five-hour film series that delivers a bold, fresh perspective on a history that matters today, more than ever. As America becomes more diverse, and more divided while facing unimaginable challenges, how do we move forward together? Told through intimate personal stories, the series will cast a new lens on U.S. history and the ongoing role that Asian Americans have played.

[Biewen, J. \(2017\). Seeing White \(Season 2\) \[Audio podcast\]. In Scene On Radio Podcast.](#)

Just what is going on with white people? Police shootings of unarmed African Americans. Acts of domestic terrorism by white supremacists. The renewed embrace of raw, undisguised white-identity politics. Unending racial inequity in schools, housing, criminal justice, and hiring. Some of this feels new, but in truth it's an old story. Why? Where did the notion of "whiteness" come from? What does it mean? What is whiteness for? Scene on Radio host and producer John Biewen took a deep dive into these questions, along with an array of leading scholars and regular guest Dr. Chenjerai Kumanyika, in this fourteen-part documentary series, released between February and August 2017. The series editor is Loretta Williams.

[Bosch, A. \(2013\). Latino Americans \[TV Series\]. PBS.](#)

LATINO AMERICANS is a landmark three-part, six-hour documentary series that is set to air nationally on PBS in the fall of 2013. It is the first major documentary series for television to chronicle the rich and varied history and experiences of Latinos, who have helped shape the United States over the last 500-plus years and have become, with more than 50 million people, the largest minority group in the U.S.

[Bradford, J. H. \(2019-\). Therapy for Black Girls \[Audio podcast series\]. therapyforblackgirls.com](#)

To be seen, to be heard, and to be understood. So often the stigma surrounding mental health issues and therapy prevents Black women from taking the step of seeing a therapist. This space was developed to present mental health topics in a way that feels more accessible and relevant.

[Bratt, P. \(2017\). Dolores \[Film\]. AVON.](#)

Who is Dolores Huerta? One of the most important, yet least known activists of our time, Dolores Huerta was an equal partner in founding the first farm workers union with César Chávez. Tirelessly leading the fight for racial and labor justice, Huerta evolved into one of the most defiant feminists of the 20th century — and she continues the fight to this day, in her late 80s. With unprecedented access to this intensely private mother of 11, Peter Bratt's film Dolores chronicles Huerta's life from her childhood in Stockton, California to her early years with the United Farm Workers, from her work with the headline-making grape boycott launched in 1965 to her role in the feminist movement of the '70s, to her continued work as a fearless activist. Featuring interviews with Gloria Steinem, Luis Valdez, Angela Davis, her children and more, Dolores is an intimate and inspiring portrait of a passionate champion of the oppressed and an indomitable woman willing to accept the personal sacrifices involved in committing one's life to social change.

[Brown, V. \(2019-2020\). Clear The Air \[Blog\]. cleartheaireducation.wordpress.com.](#)

#ClearTheAir is a group of educators who believe: community, learning and dialogue are essential to our personal and professional development we have the power and responsibility to lay the foundations necessary to create a more just and equitable society education is a vehicle for social change As a part of #ClearTheAir we: engage in public discourse because it allows us to live our values out loud invite others into the conversation and hold them lovingly accountable understand that we are on a lifelong journey and are committed to taking any steps that move us forward.

[Brown University. \(2017, June 27\). How Structural Racism Works \[Video\]. Youtube.](#)

Tricia Rose '93 PhD, Director of CSREA and Chancellor's Professor of Africana Studies Samuel Rosen '14, Senior Researcher, How Structural Racism Works Project This presentation shares ideas from Professor Rose's on-going research project, which aims to make accessible to the public what structural racism is and how it works in society. The project examines the connections between policies and practices in housing, education and other key spheres of society to reveal the intersectional and compounding effects of systemic discrimination as a significant force in American society today. In addition to sharing the outline of the project, Rose and Rosen will give examples of how it works in everyday life.

[Center for Asian American Media \(CAAM\), et al. \(2020, May 1\). Digital Town Hall: Asian Americans in the Time of Covid-19 \[Video\]. PBS.](#)

In connection with the upcoming PBS series, ASIAN AMERICANS, the Center for Asian American Media (CAAM), WETA, and Asian American community leaders will host a digital town hall exploring how lessons from Asian American history can help us understand the experience of Asian Americans in the time of COVID-19.

[Chandler-Ward, J. & Denevi, E. \(2017-2022\). Teaching While White \[Audio podcast\]. Teaching While White.org.](#)

More than 80% of teachers in the U.S. are white. But most don't know that their whiteness matters. Teaching While White (TWW) seeks to move the conversation forward on how to be consciously, intentionally, anti-racist in the classroom. Because "white" does not mean a blank slate. It is a set of assumptions that is the baseline from which everything is judged; it is what passes for normal. TWW wants to have conversations about those assumptions: what they are, how they impact our students, and how we can confront our bias to promote racial literacy.

[Chandler-Ward, J. & Denevi, E. \(2021, March 3\). Racial Identity for White People with Dr. Janet Helms \(No. 16\) \[Audio podcast\]. In Teaching While White. Teaching While White.org.](#)

Jenna sat down with Dr. Janet Helms to talk about her research on White racial identity development. Dr. Helms describes how her work can be a pathway towards establishing an antiracist, White identity.

[Chandler-Ward, J. & Denevi, E. \(2021, October 19\). Beyond the Bookclub: Antiracism in Action \(No. 13\) \[Audio podcast\]. In Teaching While White. Teaching While White.org.](#)

What can White teachers do in this moment to take action in the midst of the dual pandemics of Covid and Racism? Our guests, Jose Vilson, and Kelly Wickham Hurst give their insights as two educators who are leading efforts to move schools towards antiracism.

[Chandler-Ward, J. & Denevi, E. \(2021, September 18\). Brand New Pandemic, Same Old White Supremacy \(No. 18\) \[Audio podcast\]. In Teaching While White. Teaching While White.org.](#)

Elizabeth sat down with Thu Ahn Nguyen to discuss the ways that the pandemic has highlighted white supremacy in schools.

[Chandler-Ward, J. & Denevi, E. Teaching While White \[Website\]. Teaching While White.](#)

More than 80% of teachers in the U.S. are white. But most don't know that their whiteness matters. Teaching While White (TWW) seeks to move the conversation forward on how to be consciously, intentionally, anti-racist in the classroom. Because "white" does not mean a blank slate. It is a set of assumptions that is the baseline from which everything is judged; it is what passes for normal. TWW wants to have conversations about those assumptions: what they are, how they impact our students, and how we can confront our bias to promote racial literacy.

[Cheng, J., et al. \(2003\). Race - The Power of an Illusion \[TV Series\]. Kanopy.](#)

The division of the world's peoples into distinct groups - "red," "black," "white" or "yellow" peoples - has become so deeply imbedded in our psyches, so widely accepted, many would promptly dismiss as crazy any suggestion of its falsity. Yet, that's exactly what this provocative, new three-hour series by California Newsreel claims. RACE - THE POWER OF ILLUSION questions the very idea of race as innate biology, suggesting that a belief in inborn racial difference is no more sound than believing that the sun revolves around the earth. Yet race still matters. Just because race doesn't exist in biology doesn't mean it isn't very real, helping shape life chances and opportunities. (3 episodes)

[Cort, J. \(2021\). Examining White Privilege ft. Elizabeth Denevi and Jenna Chandler-Ward \[Audio podcast\]. In Third Space with Jen Cort. Spreaker.com.](#)

Founders of Teaching While White Elizabeth Denevi and Jenna Chandler-Ward join third space to discuss white privilege, white allyship, white saviorism and more. Elizabeth Denevi is the director of East Ed and co-founder of Teaching While White, Elizabeth works with schools nationally to increase equity, promote diversity pedagogy, and implement strategic processes for growth and development. She also serves as an adjunct professor at Lewis & Clark College in the Graduate School of Education and Counseling. Previously, she served as a director of studies and professional development and was responsible for the stewardship and integration of curriculum from pre-kindergarten through grade 12, as well as for the oversight and coordination of professional development and evaluation for all faculty. At Georgetown Day School (DC) she served as the co-director of diversity and a senior administrator for 10 years. Elizabeth also worked at St. Stephen's and St. Agnes School (VA) to create a comprehensive professional development program. She has taught English and history at a number of K-12 schools. Elizabeth has published and presented extensively on diversity and academic excellence, social justice, and equity issues. She holds a Ph.D. from the University of London, Institute of Education, a master's degree from Columbia University, and a bachelor's degree from Northwestern University. She also holds an Oregon Preliminary Administrative License. Jenna Chandler-Ward is the Co-Founder of Teaching While White and has been an educator in non-profits, schools, and colleges for over 20 years, working with students from kindergarten to college level. Most recently, Jenna had been a middle school English and drama teacher outside of Boston for over ten years. Jenna is also a founder and co-director of the Multicultural Teaching Institute, which produces workshops and a conference for educators on issues of equity and inclusion. Jenna currently lives in Cambridge, MA, and is a diversity consultant, specializing in professional development for educators on issues of whiteness and its impacts on teaching, curriculum and leadership. She holds an M.Ed. from Pepperdine University and a bachelor's degree from Marlboro College.

[Eakins, S. L. \(2019, December 9\). The Power of Names \(No. 117\) \[Audio podcast\]. In Leading Equity. The Leading Equity Center. Listennotes.](#)

The Leading Equity Virtual Summit 2020 (January 2-7, 2020) Show Highlights Raising a Black boy in today's society.

[Edutopia. \(2020\). Dena Simmons on Having Fearless Conversations About Race in the Classroom \[Short\]. Youtube.](#)

"As we think about social-emotional learning, how can we as educators not ignore what's happening in the world, not ignore the anti-Black racism, the injustice, and really have conversations about it?" Antiracist educator Dena Simmons speaks to the importance of having meaningful discussions about race and racism with your students.

[Emdin, C. \(n.d.\). Teaching & Being Ratchetdemic \[Video\]. TED.](#)

Christopher Emdin reveals how he aims to bridge the seemingly disparate worlds of the ivory tower and the hood in his talk, "Teaching & Being Ratchetdemic." Highlighting the major inequities in urban education, Dr. Emdin argues in favor of a simple solution: that being "ratchetdemic," or both ratchet and academic (like having rap battles about science) can empower students to embrace themselves, their background, and their education.

[Facing History and Ourselves. \(n.d.\). \[Website\].](#)

This website provides many resources, using lessons of history to challenge teachers and their students to stand up to bigotry and hate. (Facing History and Ourselves helps) educators prepare students to participate in civic life—using intellect, empathy, ethics, and choice to stand up to bigotry and hate in their own lives, communities, and schools.

[Frontline. \(1985, March 26\). A Class Divided \[Video\]. PBS.](#)

The day after Martin Luther King, Jr. was killed, Jane Elliott, a teacher in a small, all-white Iowa town, divided her third-grade class into blue-eyed and brown-eyed groups and gave them a daring lesson in discrimination. This is the story of that lesson, its lasting impact on the children, and its enduring power 30 years later.

[Fry, J. \(2021, November 5\). Beyond Allyship \[Audio podcast\]. proximity.](#)

Jen Fry is a social justice educator who trains organizations, institutions, and businesses through an antiracist lens on issues of race, inclusion, intersectionality, diversity, and equity. She runs JenFryTalks, a social justice education firm that uses conversation to educate and empower those within athletics through an anti-racist lens on issues of race, inclusion, intersectionality, diversity, and equity. Jen shares with us today how to go beyond allyship and how to be a co-conspirator to people of color in our homes, our work, and even on social media.

[Fusion. \(n.d.\). Why We Can and Should Abolish the Police and Prison Industrial Complex - Janaya Khan \[Video\]. Films for Action.](#)

Black Lives Matter activist Janaya Khan explains how we can abolish the whole criminal justice system, including police. Because, it's broken.

[Gates, H. L., Jr. \(2019-\). Reconstruction: America After the Civil War \[TV Series\]. PBS.](#)

Henry Louis Gates Jr. presents a vital new four-hour documentary series on Reconstruction: America After the Civil War. The series explores the transformative years following the American Civil War, when the nation struggled to rebuild itself in the face of profound loss, massive destruction, and revolutionary social change. The twelve years that composed the post-war Reconstruction era (1865-77) witnessed a seismic shift in the meaning and makeup of our democracy, with millions of former slaves and free black people seeking out their rightful place as equal citizens under the law. Though tragically short-lived, this bold democratic experiment was, in the words of W. E. B. Du Bois, a 'brief moment in the sun' for African Americans, when they could advance, and achieve, education, exercise their right to vote, and run for and win public office.

[General Commission on Religion and Race of The UMC. \(2018, March 20\). Deconstructing White Privilege with Dr. Robin DiAngelo \[Video\]. Youtube.](#)

Dr. Robin DiAngelo is the author of "What Does it Mean to Be White? Developing White Racial Literacy" and has been an anti-racist educator, and has heard justifications of racism by white men and women in her workshops for over two decades. This justification, which she calls "white fragility," is a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. This video is part of the Vital Conversations 1 video series by the General Commission on Religion & Race of the United Methodist Church.

[Goff, P.A. \(2019\). How we can make racism a solvable problem -- and improve policing \[Video\]. TED.](#)

When we define racism as behaviors instead of feelings, we can measure it -- and transform it from an impossible problem into a solvable one, says justice scientist Dr. Phillip Atiba Goff. In an actionable talk, he shares his work at the Center for Policing Equity, an organization that helps police departments diagnose and track racial gaps in policing in order to eliminate them. Learn more about their data-driven approach -- and how you can get involved with the work that still needs to be done. (This ambitious plan is part of the Audacious Project, TED's initiative to inspire and fund global change.)

[Gonchar, M. \(2017, March 15\). 26 Mini-Films for Exploring Race, Bias and Identity With Students \[Video\]. The New York Times.](#)

How do we get students to consider perspectives different from their own? How do we get them to challenge their own biases and prejudices? If, as Atticus Finch famously said, "You never really understand a person until you consider things from his point of view ... until you climb into his skin and walk around in it," how do we get our students to do that? Teachers traditionally turn to literature, history and current events to open up these conversations, but it's always helpful to have a bigger toolbox to tackle such important and difficult issues. That's why we pulled together these 26 short New York Times documentaries that range in time from 1 to 7 minutes and tackle issues of race, bias and identity. To help teachers make the most of these films, we also provide several teaching ideas, related readings and student activities.

[Gonzalez, J. \(2017, March 12\). Four Ways Teachers Can Support Students of Color \(No. 64\) \[Audio podcast\]. In Cult of Pedagogy. cultofpedagogy.com.](#)

Interview with Dena Simmons. The difference between teachers and their students has never been so stark. A recent report from the National Center for Education Statistics shows that since 2014, white students no longer make up the majority in American schools. Future projections show the white population shrinking to a smaller and smaller proportion of the whole, and the combined populations of students from other ethnic groups increasing so that together, they make up a steadily growing majority. By contrast, teachers in the U.S. are overwhelmingly white. What this tells me is that the life experiences of most of the people in charge of our classrooms have been pretty different from the experiences of most of their students. And that matters.

[Greaves, W. \(1989\). Ida B Wells A Passion For Justice \[Film\]. Youtube.](#)

Ida B. Wells: A Passion for Justice (1989, 54 mins.) documents the dramatic life and turbulent times of the pioneering African American journalist, activist, suffragist and anti-lynching crusader of the post-Reconstruction period. At the time of the film's initial release on The American Experience in late December 1989, Wells had been virtually forgotten, her autobiography long out of print. However, Wells was a household name in Black America during much of her lifetime (1863-1931) and was considered the equal of such well-known contemporary African American leaders as Booker T. Washington and W.E.B. DuBois. The words of Wells are brought to life in the film through the performance of Nobel Prize-winning author Toni Morrison as she reads

selections from Wells' memoir, *Crusade for Justice*, and other writings. The film has received many awards, including First Place Documentary Award from the Black Filmmakers Hall of Fame, the Silver Apple at the National Educational Film and Video Festival, and the Silver Plaque at the Chicago International Film Festival. *Ida B. Wells: A Passion for Justice* is a valuable resource for a broad range of courses, including Women's Studies, Black Studies, and Journalism.

Hammond, Z. (2013-). *Culturally Responsive Teaching & the Brain* [Blog]. crtandthebrain.com.

Since you are an equity-minded educator like me, you are probably waging your own private movement to bust the myths behind student engagement (or the lack of) among low performing students of color, poor students, and English learners. ... This is a blog where we can get answers to our collective and individual questions about how we can help students become confident and competent learners. In this space, I want to highlight what I am learning from being out in schools and classrooms with teachers who are successful with diverse students. I want to focus on how we can take everyday strategies and practices and put them to work in their classrooms to be more culturally responsive. ... Just to let you know, on average, I publish a new post every other week – two times per month at the least (sometimes a few more). That gives me time to be in schools and to write.

Hannah-Jones, N. (2019). *1619* [Audio podcast series]. *The New York Times*. 1619. Apple Podcasts.

In August of 1619, a ship carrying more than 20 enslaved Africans arrived in the English colony of Virginia. America was not yet America, but this was the moment it began. No aspect of the country that would be formed here has been untouched by the 250 years of slavery that followed. On the 400th anniversary of this fateful moment, it is time to tell the story. "1619" is a New York Times audio series hosted by Nikole Hannah-Jones. You can find more information about it at nytimes.com/1619podcast.

Hazard, A. (n.d.). *The Atlantic slave trade: What too few textbooks told you*. TED-Ed.

Slavery has occurred in many forms throughout the world, but the Atlantic slave trade -- which forcibly brought more than 10 million Africans to the Americas -- stands out for both its global scale and its lasting legacy. Anthony Hazard discusses the historical, economic and personal impact of this massive historical injustice.

Holocaust Memorial and Tolerance Center of Nassau County. (2020, October 8). Screening "Viva La Causa" and Discussion with Nelson Melgar [Video]. Youtube.

To mark National Hispanic Heritage Month, HMTC offers a virtual screening and discussion of the documentary film *Viva La Causa: The Story of César Chávez and a Great Movement for Social Justice*, presented in conjunction with the David Taub Reel Upstanders Film Series. This film explores the farm workers strike in Delano, California, which lasted from 1965 until 1970 and paved the way for the creation of the United Farm Workers labor union. A post-screening discussion about farm workers on Long Island today is led by community activist Nelson Melgar.

Institute for Pure & Applied Mathematics (IPAM). (2018). Rochelle Gutiérrez: "Rehumanizing Mathematics: A Vision for the Future" [Video]. Youtube.

For far too long, we have embraced an "equity" standpoint that has been poorly defined (Gutiérrez, 2002) or constantly shifting (NCTM, 2008). It has been difficult to assess progress beyond closing the achievement gap or recruiting more diverse students into the mathematical sciences. Instead, we should rehumanize mathematics, which considers not just access and achievement, but the politics in teaching and mathematics. This approach begins with 1) acknowledging some of the dehumanizing experiences in mathematics for students and teachers and 2) how students could be provided with windows and mirrors onto the world and ways of relating to each other with dignity. As such, we can begin to think differently about student misconceptions, teachers as identity workers, and why it is not just that diverse people need mathematics but mathematics needs diverse people

(Gutiérrez, 2002; 2012). In this talk, I focus on two areas for rehumanization: 1) teaching/learning and 2) scholars and everyday citizens. With respect to teaching and learning, I present eight dimensions of a rehumanized mathematics classroom: participation/positioning; cultures/histories; windows/mirrors; living practice; broadening maths; creation; body/emotions; and ownership. Then, I offer ways for mathematicians and mathematics educators to take risks in ensuring those dimensions happens in small and large ways. In addition, with the recent national attacks on mathematics education scholars who address social justice and whiteness, I explain a bit about my case and then offer ways to rehumanize our field to affect scholars and everyday citizens. In particular, I highlight how understanding our history (e.g., how scientists in the 1970s stood for political and social action) as well as creating greater alliances between mathematicians and mathematics education scholars might allow us to take greater risks in our everyday work.

King, S. (2019-). [Knowing How It's Built, So That We Can Tear It Down \(No. 246\) \[Audio podcast\]. In The Breakdown. The North Star.](#)

Today Shaun wants to teach you what may be his most important lesson on how we can actually abolish the systems and structures of mass incarceration and police brutality. We often fail in these attempts, because we don't actually know what we're tearing down. It's not one system. And we are choosing to believe that's good news. It's 30,000 microsystems.

King, S. (2019-). [The North Star \[Website\]. thenorthstar.com.](#)

Independent, grassroots liberation-journalism focused on politics, power, race, policing, mass incarceration, organizing, and change.

King, S. (2022, January 19). [One key way we CANNOT respond to racism & bigotry \(No. 559\) \[Audio podcast\]. In The Breakdown. The North Star.](#)

I actually think it is a natural human response to return ugliness to those who were ugly to you or someone you care about. It feels good. I get it. It's something I have to resist every single day, though, because before you know it, you may be as bad or worse than them. Yesterday I posted a horrible video of openly racist basketball fans in China openly calling former NBA player Sonny Weems a nigger there. It was ugly. But in response to it, I see something that I often see in response to hate. And I want to talk about it. It's one key way we CANNOT respond to hate. Let me unpack and explain it.

[The Language & Life Project. \(2020, October 19\). Talking Black In America \[Video\]. Youtube.](#)

TALKING BLACK in AMERICA follows the unique circumstances of the descendants of American slaves and their incredible impact on American life and language. Speech varieties from the African American community reflect the imprint of African language systems, the influences of regional British and Southern American dialects, and the creativity and resilience of people living through oppression, segregation and the fight for equality. Filmed across the United States, TALKING BLACK in AMERICA is a startling revelation of language as legacy, identity and triumph over adversity. With Reverend Jeremiah Wright, DJ Nabs, Professor Griff, Quest M.C.O.D.Y., Dahlia the Poet, Nicky Sunshine and many others. For more, see talkingblackinamerica.org

[The Language & Life Project. \(2021, January 21\). Signing Black In America \[Video\]. Youtube.](#)

Just like spoken languages, sign languages have dialects. Black ASL is the unique dialect of American Sign Language (ASL) that developed within historically segregated African American Deaf communities. Largely unknown to outsiders, Black ASL has become a symbol of solidarity and a vital part of identity within the Black Deaf community. For more about the documentary project, check out <https://www.talkingblackinamerica.org> For more information about Black Sign Language, check out the Black ASL Project:

<http://blackaslproject.gallaudet.edu/...> and [The Hidden Treasure of Black ASL: http://gupress.gallaudet.edu/bookpage](http://gupress.gallaudet.edu/bookpage).

[The Language & Life Project. \(2022, September 8\). Talking Black In America -- Roots \[Video\]. PBS.](#)

Talking Black in America — Roots is the third program in a series of television documentaries exploring dimensions of African American language and culture and their formative influence on the United States and beyond; it is a celebration of African-American resiliency, creativity, and ingenuity, finding a connection of the spirit to the people and society of West Africa and the African Diaspora.

[The Language & Life Project. \(n.d.\). The Talking Black in America Project \[Website\]. Talking Black in America.](#)

This 5-part documentary series explores the most controversial and misunderstood language variety in the United States: African American Language (AAL). With the perspectives of everyday people and the guidance of historians, linguists, and educators, the series showcases the history of the language, the symbolic role it plays in the lives of African Americans, and the tremendous impact on the language and culture of the United States.

[McGhee, H. C. \(2019\). Racism has a cost for everyone \[Video\]. TED.](#)

Racism makes our economy worse -- and not just in ways that harm people of color, says public policy expert Heather C. McGhee. From her research and travels across the US, McGhee shares startling insights into how racism fuels bad policymaking and drains our economic potential -- and offers a crucial rethink on what we can do to create a more prosperous nation for all. "Our fates are linked," she says. "It costs us so much to remain divided."

[MTV Impact. \(2019, January 25\). Light Skinned Privilege | Decoded \[Video\]. Youtube.](#)

Do light skinned black women have skin color privilege? The answer is yes! And while we tend to think about people being judged by the color of their skin, as "Racism" the truth is the "colorism" exists both inside and outside the black community. How so? Watch the episode to find out.

[National Education Association Center for Social Justice. \(n.d.\). A Social and Racial Justice Checklist for Safe, Healthy and Just Learning. NEA edjustice.](#)

As we expand digital learning models, due to COVID-19, it's important to remember that students with disabilities, those without access to the internet, and LGBTQ, Black, brown and Indigenous populations are at higher risk of experiencing school closures more intensely. Regardless of the education delivery system during the pandemic, all students must be provided the care and attention and learning opportunities they are guaranteed and deserve. Ask yourself the following questions when planning or assessing digital instruction through a racial justice lens...

[Netflix. \(2016\). 13th \[Video\]. Youtube.](#)

Combining archival footage with testimony from activists and scholars, director Ava DuVernay's examination of the U.S. prison system looks at how the country's history of racial inequality drives the high rate of incarceration in America. This piercing, Oscar-nominated film won Best Documentary at the Emmys, the BAFTAs and the NAACP Image Awards.

[Netflix. \(2020, April 17\). Explained | Racial Wealth Gap | FULL EPISODE | Netflix \[Video\]. Youtube.](#)

In partnership with Vox Media Studios and Vox, this enlightening explainer series will take viewers deep inside a wide range of culturally relevant topics, questions, and ideas. Each episode will explore current events and social

trends pulled from the zeitgeist, touching topics across politics, science, history and pop culture -- featuring interviews with some of the most authoritative experts in their respective fields. In this episode: Cory Booker and others discuss how slavery, housing discrimination and centuries of inequality have compounded to create a racial wealth gap.

[The New York Times. \(2019\). The 1619 Project \[Website\]. The New York Times.](#)

The 1619 Project is an ongoing initiative from The New York Times Magazine that began in August 2019, the 400th anniversary of the beginning of American slavery. It aims to reframe the country's history by placing the consequences of slavery and the contributions of black Americans at the very center of our national narrative. 1619 and American History | The 1619 Project Book.

[The New York Times. \(n.d.\). A Conversation on Race: A series of short films about identity in America \[Video\]. The New York Times.](#)

Your Stories: In addition to the series of videos, we are featuring personal stories that reflect the breadth of experiences in the United States. [This page is evolving]. NOTE: Because of the often painful subject matter, some of these stories include words that may offend readers.

[The New York Times Learning Network. \(2021, March 4\). Strategies for Facilitating Conversations About Race and Racism in the Classroom \[Video\]. Youtube.](#)

Educators share some of their practical strategies for facilitating conversations about race and racism in the classroom. Among their suggestions: start with a temperature check, provide varied options for participation and recognize the power of language. This video is a part of our Resources for Teaching About Race and Racism With The New York Times post: <https://www.nytimes.com/2021/03/04/le...> For more information: Our full guide on how to use The Learning Network: <https://nyti.ms/30TLNLp>

[NPR. \(2013-\). Code Switch \[Audio podcast series\]. NPR.](#)

What's CODE SWITCH? It's the fearless conversations about race that you've been waiting for. Hosted by journalists of color, our podcast tackles the subject of race with empathy and humor. We explore how race affects every part of society — from politics and pop culture to history, food and everything in between. This podcast makes all of us part of the conversation — because we're all part of the story. Code Switch was named Apple Podcasts' first-ever Show of the Year in 2020.

[NPR. \(2019 - 2023\). White Lies \[Audio podcast series\]. NPR.org.](#)

On the morning of August 21, 1991, a group of Cuban detainees took over a federal prison in Talladega, Alabama, and demanded their freedom. But how did they get here? And what became of them after? In season two of NPR's Pulitzer-finalist show, we unspool a decades-long story about immigration, indefinite detention, and a secret list. It's a story about a betrayal at the heart of our country's ideals. And in charting a course to our current moment of crisis at the border, we expose the lies that bind us together.

[Okun, T. \(2022\). \(divorcing\) White Supremacy Culture \[Website\]. whitesupremacyculture.info.](#)

This website is a long-time dream finally bearing fruit, a needed remix of the widely circulated article WHITE SUPREMACY CULTURE originally written and published in 1999. This website is conceived and designed by Tema Okun with support by and from many genius colleagues and friends. A note: This website is best viewed on a computer. The layout is not particularly phone or even tablet friendly.

[Panoply. \(2016-2017\). Our National Conversation About Conversations About Race \[Audio podcast\]. Panoply.](#)

Co-discussants Anna Holmes, Baratunde Thurston, Raquel Cepeda and Tanner Colby host a lively multiracial, interracial conversation about the ways we can't talk, don't talk, would rather not talk, but intermittently, fitfully, embarrassingly do talk about culture, identity, politics, power, and privilege in our pre-post-yet-still-very-racial America. This show is "About Race."

[PBLWorks. \(2020, August 10\). Zaretta Hammond | PBL World 2020 Keynote \(Day 2\) \[Video\]. Youtube.](#)

Zaretta Hammond shares her insights on Project Based Learning and more at PBL World 2020.

[PBS. \(1987, 1990\). Eyes on the Prize \[TV Series\]. World Channel.](#)

Eyes on the Prize tells the definitive story of the civil rights era from the point of view of the ordinary men and women whose extraordinary actions launched a movement that changed the fabric of American life, and embodied a struggle whose reverberations continue to be felt today. Winner of numerous Emmy Awards, a George Foster Peabody Award, an International Documentary Award, and a Television Critics Association Award, Eyes on the Prize is the most critically acclaimed documentary on civil rights in America. Eyes on the Prize recounts the fight to end decades of discrimination and segregation. It is the story of the people — young and old, male and female, northern and southern — who, compelled by a meeting of conscience and circumstance, worked to eradicate a world where whites and blacks could not go to the same school, ride the same bus, vote in the same election, or participate equally in society. It was a world in which peaceful demonstrators were met with resistance and brutality — in short, a reality that is now nearly incomprehensible to many young Americans. Through contemporary interviews and historical footage, Eyes on the Prize traces the civil rights movement from the Montgomery bus boycott to the Voting Rights Act; from early acts of individual courage through the flowering of a mass movement and its eventual split into factions. Julian Bond, political leader and civil rights activist, narrates.

[PBS. \(2011\). The Black Power Mixtape \[Film\]. Youtube.](#)

For three decades, the film canisters sat undisturbed in a cellar beneath the Swedish National Broadcasting Company. Inside was roll after roll of startlingly fresh and candid 16mm footage shot in the 1960s and 1970s in the United States, all of it focused on the anti-war and Black Power movements. When filmmaker Goran Hugo Olsson discovered the footage, he decided he had a responsibility to shepherd this glimpse of history into the world. With contemporary audio interviews from leading African American artists, activists, musicians and scholars, The Black Power Mixtape 1967-1975 looks at the people, society, culture, and style that fuelled an era of convulsive change. Utilizing an innovative format that riffs on the popular 1970s mixtape format, Mixtape is a cinematic and musical journey into the black communities of America. At the end of the '60s and into the early '70s, Swedish interest in the U.S. civil rights movement and the U.S. anti-war movement peaked. With a combination of commitment and naiveté, Swedish filmmakers traveled across the Atlantic to explore the Black Power movement, which was being alternately ignored or portrayed in the U.S. media as a violent, nascent terrorist movement. Despite the obstacles they encountered, both from the conservative white American power establishment and from radicalized movement members themselves, the Swedish filmmakers stayed committed to their investigation, and ultimately formed bonds with key figures in the movement. This newly discovered footage offers a penetrating examination — through the lens of Swedish filmmakers — of the Black Power movement from 1967 to 1975, and its worldwide resonance. The result is like an anthropological treatise on an exotic civilization from the point of view of outsiders who approached their subject with no assumptions or biases.

[PBS. \(2014, September 26\). America After Ferguson \[Video\]. PBS.](#)

This PBS town hall meeting, moderated by PBS NEWSHOUR co-anchor and managing editor Gwen Ifill, explores the many issues brought into public discourse in the wake of Michael Brown's death in Ferguson,

Missouri. The program includes national leaders and prominent thinkers in the areas of law enforcement, race and civil rights, as well as government officials, faith leaders and youth.

[PBS. \(2016\). The Black Panthers: Vanguard of the Revolution \[Film\]. AVON.](#)

Revisit the turbulent 1960s, when a new revolutionary culture emerged with the Black Panther Party at the vanguard. Stanley Nelson tells the vibrant story of a pivotal movement that feels timely all over again.

[PBS. \(2022, October 17\). Rising Against Asian Hate: One Day in March \[Film\]. Youtube.](#)

Explore the fight against Asian American hate following the March 2021 mass shootings at three spas in Atlanta. Examine how this critical moment of racial reckoning sheds light on the struggles, triumphs and achievements of AAPI communities.

[PBS. \(n.d.\). Black Culture Connection \[Website including videos\]. PBS.](#)

Welcome to PBS' Black Culture Connection. This is a place where we celebrate Black experiences, learn Black history, and uplift Black voices. Come for the documentaries, stay for the Block Parties. Explore Black history and culture through films, stories, and voices across public media.

[Peck, R. \(2016\). I am Not Your Negro: James Baldwin and Race in America \[Film\]. Kanopy.](#)

An Oscar-nominated documentary narrated by Samuel L. Jackson, *I AM NOT YOUR NEGRO* explores the continued peril America faces from institutionalized racism. In 1979, James Baldwin wrote a letter to his literary agent describing his next project, *Remember This House*. The book was to be a revolutionary, personal account of the lives and successive assassinations of three of his close friends--Medgar Evers, Malcolm X and Martin Luther King, Jr. At the time of Baldwin's death in 1987, he left behind only thirty completed pages of his manuscript. Now, in his incendiary new documentary, master filmmaker Raoul Peck envisions the book James Baldwin never finished. The result is a radical, up-to-the-minute examination of race in America, using Baldwin's original words and flood of rich archival material. *I AM NOT YOUR NEGRO* is a journey into black history that connects the past of the Civil Rights movement to the present of #BlackLivesMatter. It is a film that questions black representation in Hollywood and beyond. And, ultimately, by confronting the deeper connections between the lives and assassination of these three leaders, Baldwin and Peck have produced a work that challenges the very definition of what America stands for.

[Race Forward. \(n.d.\) Momentum: A Race Forward Podcast \[Audio podcast\]. Race Forward.](#)

Momentum: A Race Forward Podcast features movement voices, stories, and strategies for racial justice. Co-hosts Chevon and Hiba give their unique takes on race and pop culture, and uplift narratives of hope, struggle, and joy, as we continue to build the momentum needed to advance racial justice in our policies, institutions, and culture. Build on your racial justice lens and get inspired to drive action by learning from organizational leaders and community activists.

[Robinson, T. \(2020, May 27\). A Time for Justice \[Video\]. Youtube.](#)

In *A Time for Justice*, four-time Academy Award-winning filmmaker Charles Guggenheim captured the spirit of the civil rights movement through historical footage and the voices of those who participated in the struggle. Narrated by Julian Bond and featuring John Lewis, the 38-minute film allows today's generation of students to witness firsthand the movement's most dramatic moments—the bus boycott in Montgomery, the school crisis in Little Rock, the violence in Birmingham and the triumphant 1965 march for voting rights.

[Sambou, T. S. \(n.d.\) The First Time I Realized I Was Black \[Video Series\]. CNN.](#)

In "The Souls of Black Folk," W.E.B. Du Bois talks about the first time he realized his skin color made him different. We asked celebrities, CNN anchors and reporters, and others to tell us when they first realized that being black affected how people treated them.

Sen, R. (n.d.). [What is Systemic Racism? \[Videos\]. Race Forward.](#)

"What Is Systemic Racism?" is an 8-part video series that shows how racism shows up in our lives across institutions and society: Wealth Gap, Employment, Housing Discrimination, Government Surveillance, Incarceration, Drug Arrests, Immigration Arrests, Infant Mortality... yes, systemic racism is really a thing. Featuring Jay Smooth, produced by Kat Lazo. Follow online with #SystemicRacismIs. Rinku Sen President of Race Forward & Publisher of Colorlines introduces the series.

Simien, J. (2014). [Dear White People \[Film\]. Tubi.](#)

Black students at an Ivy League university try to navigate their way through supposedly post-racial America in this provocative and hilarious satire.

Singer, B., et al. (2002). [Brother Outsider: The Life of Bayard Rustin \[Film\]. AVON.](#)

On November 20, 2013, Bayard Rustin was posthumously awarded the prestigious Presidential Medal of Freedom by President Barack Obama. Who was this man? He was there at most of the important events of the Civil Rights Movement - but always in the background. *Brother Outsider: The Life of Bayard Rustin* asks "Why?" It presents a vivid drama, intermingling the personal and the political, about one of the most enigmatic figures in 20th-century American history. One of the first "freedom riders," an adviser to Dr. Martin Luther King, Jr. and A. Philip Randolph, organizer of the march on Washington, intelligent, gregarious and charismatic, Bayard Rustin was denied his place in the limelight for one reason - he was gay. Rustin was born in 1912 into a Pennsylvania Quaker family steeped in ideas of social justice and non-violence. He moved to Harlem during the socially and culturally tumultuous 1930s and, after a brief flirtation with the Communist Party found a more congenial home in A.J. Muste's pacifist Fellowship of Reconciliation. While there, he served prison terms for resisting the draft during World War II and later for integrating interstate buses. When A. Philip Randolph, aging head of the Black labor movement, turned to the fellowship for tactical help, Rustin worked closely with him and developed a belief that the labor movement offered the best hope for Black advancement. Then in 1953, Rustin was arrested during a casual homosexual encounter. A.J. Muste forced him out of the fellowship. When the Montgomery bus boycott was launched, he went to Alabama in 1956 and became a mentor in non-violence to the 26-year-old Dr. Martin Luther King, Jr. Though Rustin would advise the younger civil rights leader until his assassination in 1968, King broke publicly with Rustin in 1960, when Representative Adam Clayton Powell threatened King over the issue of Rustin's homosexuality. But when the 1963 march on Washington was proposed, the civil rights leadership recognized there was only one man who could organize it - Bayard Rustin. After the march's overwhelming success Rustin forged the fragile alliance between the labor unions, the Civil Rights Movement and the Democratic Party which was responsible for much of the landmark civil rights legislation of the 1960's. Later on, Rustin angered former colleagues by not speaking out against the war in Vietnam, and by taking controversial stands against Black Nationalism and affirmative action. In the 1970s and 1980s, he returned to his early interest in international affairs and human rights, working on behalf of refugees around the world. *Brother Outsider: The Life of Bayard Rustin* contributes a fascinating new chapter to our understanding of both progressive movements and gay life in 20th-century America.

Smith, C. (n.d.). [The danger of silence \[Video\]. TED.](#)

"We spend so much time listening to the things people are saying that we rarely pay attention to the things they don't," says poet and teacher Clint Smith. A short, powerful piece from the heart, about finding the courage to speak up against ignorance and injustice.

[Smith, L. \(2015, February 23\). American Denial \[Video\]. PBS.](#)

In his 1944 study of the ‘Negro Problem’ in America, Gunnar Myrdal posed a simple, disturbing question: How can Americans espouse a belief in liberty, equality and equal opportunity while enabling openly racist Jim Crow practices against black citizens? *American Denial* uses ‘the Myrdal question’ to probe and expose the power of denial and unconscious bias in what some have called a ‘post-racial’ America. The film’s narrative cross-cuts between past and present, between Myrdal’s investigation —and his own personal struggle with denial— and 21st century stories of racial injustice that we overlook while insisting on the preeminence of the ideals of liberty, justice and equality. The film’s original artwork and photo-montage reenactments brings viewers face-to-face with racist ‘stop and frisk’ practices, our incarceration crisis, and racially patterned poverty. The film introduces psychological testing that reveals white implicit bias toward African Americans, as well as African American’s negative attitudes toward themselves. Historians, psychologists, sociologists and Myrdal’s family members offer expert insight, but also share their own personal, unsettling stories. The result is a film that challenges our assumptions about who we are and what we really believe, while illuminating a pattern of racial oppression that we have actively recreated throughout history to the present moment — while just as actively denying its consequences.

[Smithsonian. \(2017, October 10\). Confronting the Past: The Tulsa Race Massacre \(Season 2, Episode 9\) \[Audio podcast\]. In Sidedoor. Smithsonian Institution.](#)

May 31 and June 1, 1921, a riot destroyed almost 40 blocks of a wealthy black neighborhood in North Tulsa, Oklahoma. No one knows how many people died, no one was ever convicted, and no one really talked about it nearly a century later. This is the story of the Tulsa Race Massacre and why it's important that you know it.

[Smithsonian. \(2018, May 9\). Cherokee Story Slam \(Season 2, Episode 24\) \[Audio podcast\]. In Sidedoor. Smithsonian Institution.](#)

Animals that talk? A bag of fire ants? Secret dancing superpowers? In this episode, Robert Lewis, an acclaimed Cherokee storyteller, spins stories about a legendary troublemaker: Jistu the Rabbit. Along the way, we visit the Smithsonian’s National Museum of the American Indian, exploring the power stories hold to keep people connected to their culture across time and geographic distance. Experience the transformative power of a good tale.

[Stanford SPARQ. \(n.d.\). RaceWorks Video Collection \[Video Series\]. Stanford University.](#)

Race Works toolkit. Includes videos, instructions & materials, and more.

[Stevenson, B. \(2012\). We need to talk about an injustice \[Video\]. TED.](#)

In an engaging and personal talk -- with cameo appearances from his grandmother and Rosa Parks -- human rights lawyer Bryan Stevenson shares some hard truths about America's justice system, starting with a massive imbalance along racial lines: a third of the country's black male population has been incarcerated at some point in their lives. These issues, which are wrapped up in America's unexamined history, are rarely talked about with this level of candor, insight and persuasiveness.

[TED-Ed. \(2018, July 24\). The breathtaking courage of Harriet Tubman - Janell Hobson \[Video\]. Youtube.](#)

Take a closer look at the life of escaped slave and American icon Harriet Tubman, who liberated over 700 enslaved people using the Underground Railroad. Escaping slavery; risking everything to save her family; leading a military raid; championing the cause of women’s suffrage; these are just a handful of the accomplishments of one of America’s most courageous heroes. Janell Hobson details Harriet Tubman's many fights for freedom. Lesson by Janell Hobson, directed by Yan Dan Wong.

[TED. \(2009\). The Danger of a Single Story \(Chimamanda Ngozi Adichie\) \[Video\]. Youtube.](#)

Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.

[TEDWomen \(2016\). The racial politics of time - Brittney Cooper \[Video\]. TED.](#)

Cultural theorist Brittney Cooper examines racism through the lens of time, showing us how historically it has been stolen from people of color, resulting in lost moments of joy and connection, lost years of healthy quality of life and the delay of progress. A candid, thought-provoking take on history and race that may make you reconsider your understanding of time, and your place in it.

[TEDx Talks. \(2016, March 21\). Let's get to the root of racial injustice | Megan Ming Francis | TEDxRainier \[Video\]. Youtube.](#)

In this inspiring and powerful talk, Megan Francis traces the root causes of our current racial climate to their core causes, debunking common misconceptions and calling out "fix-all" cures to a complex social problem. Megan Ming Francis is an Assistant Professor in the Department of Political Science at the University of Washington where she specializes in the study of American politics, race, and the development of constitutional law. She is particularly interested in the construction of rights and citizenship, black political activism, and the post-civil war South. Born and raised in Seattle, WA, she was educated at Garfield High School, Rice University in Houston, and Princeton University where she received her M.A. and her Ph.D. in Politics. In her award winning book, *Civil Rights and the Making of the Modern American State*, shows that the battle against lynching and mob violence in the first quarter of the 20th century were pivotal to the development of civil rights and the growth of federal court power. She is inspired by people who fight for justice—even when the end appears nowhere in sight.

[TEDxUofA. \(2018, September 28\). "White Immunity": Working through the pitfalls of "privilege" discourse | Nolan Cabrera \[Video\]. Youtube.](#)

White immunity builds off White privilege, and explores how Whiteness creates a type of social inoculation from racism for White people. Dr. Cabrera links the historical formation of Whiteness in the U.S. to contemporary times, ultimately calling for White people to develop greater racial empathy and responsibility. Nolan Cabrera is scholar of race and racism, specifically focusing on Whiteness in higher education. He has also been deeply involved in the Mexican American Studies controversy in Tucson Unified, recently serving as an expert statistician for the plaintiffs in the federal case. He was the only academic featured in the MTV documentary "White People." This talk was given at a TEDx event using the TED conference format but independently organized by a local community.

[Thurston, B. \(2019\). How to deconstruct racism, one headline at a time \[Video\]. TED.](#)

Baratunde Thurston explores the phenomenon of white Americans calling the police on Black Americans who have committed the crimes of ... eating, walking or generally "living while Black." In this profound, thought-provoking and often hilarious talk, he reveals the power of language to change stories of trauma into stories of healing -- while challenging us all to level up.

[Tippet, K. \(2017, January 19\). Eula Biss - Talking About Whiteness \[Audio podcast\]. In On Being. The On Being Project.](#)

You can't think about something if you can't talk about it, says Eula Biss. The writer helpfully opens up lived words and ideas like complacency, guilt, and opportunity hoarding for an urgent reckoning with whiteness. This conversation was inspired by her 2015 essay in *The New York Times*, "White Debt."

UHGCSW. (2018, September 6). [A Conversation on Race and Privilege with Angela Davis and Jane Elliott \[Video\]](#). Youtube.

A Conversation on Race and Privilege with Angela Davis and Jane Elliott is the latest installment of the student-led Social Justice Solutions series. Each year, we invite activists, thought leaders, and the community to explore action-oriented strategies to affect social change. This year we are honored to host two luminaries who have long been on the front lines of pushing the national conversation on race and racial justice forward.

Vedantam, S. (n.d.). [Changing Behavior, Not Beliefs \[Audio podcast episode\]](#). Hidden Brain Media.

The rift between police and Black Americans can feel impossible to bridge. But in his work with police departments across the U.S., Yale psychologist Phillip Atiba Goff has found novel ways to address the problem.

Vedantam, S. (n.d.). [The Mind of the Village \[Audio podcast episode\]](#). Hidden Brain Media.

A culture of racism can infect us all. On this week's Radio Replay, we discuss the implicit biases we carry that have been forged by the society around us.

Wallace, J. (2020, June 17). [Minding the Obligation Gap: The Central Role of Leadership \[Video\]](#). Youtube.

Minding the Obligation Gap Summer Learning Institute Webinar #1: Privilege, Equity, Pedagogy.

Wilbur, M. (2019-2022). [All My Relations \[Audio podcast series\]](#). All My Relations Podcast.

Haslihail and Osiyo! Welcome to All My Relations, a podcast where we explore what it means to be a Native person in 2019. To be an Indigenous person is to be engaged in relationships—relationships to land and place, to a people, to non-human relatives, and to one another. All My Relations is a place to explore those relationships, and to think through Indigeneity in all its complexities. On each episode hosts Matika Wilbur (Tulalip and Swinomish) and Adrienne Keene (Cherokee Nation), delve into a different topic facing Native peoples today, bringing in guests from all over Indian Country to offer perspectives and stories. We dive deep, play some games, laugh a lot, cry sometimes, and hope that you'll join us on this journey together. The podcast came from a desire to have more Indigenous voices accessible in mainstream media—both Matika and Adrienne are surrounded every day in life and work by brilliant Native folks who are fighting and resisting settler colonialism, while also celebrating and uplifting their communities and cultures. The majority of Americans never see this side of Indian Country, and instead only see stereotypical Hollywood Indians set in the historic past or sad, dark poverty porn. We want to offer an alternative, to move beyond bland stereotypes and misrepresentations, and engage in the messy, beautiful, and complicated parts of being Indigenous. We want this space to be for everyone—for Native folks to laugh, to hear ourselves reflected, and give us a chance to think deeper about some of the biggest issues facing our communities, and for non-Native folks to listen and learn. Our first season covers a wide range of topics from food sovereignty to Native mascots, fashion, literature, sex, relationships, DNA, identity, politics, and more. We talk with incredible guests like Kim Tallbear, Jessica Metcalfe, Stephanie Fryberg, Deborah Parker, Valerie Seagrest, Billy Ray Belcourt and Joshua Whitehead, and so many more.

Wilkinson, B. (2021, August 10). [Racism is the Problem - What Equity and Justice Require of Us w/ Tamice Spencer \[Audio Podcast\]](#). In [The Diversity Gap](#). Live Grace Productions. Anchor.fm.

Racism is the Problem - What Equity and Justice Require of Us w/ Tamice Spencer Insight: Your team's lack of "racial diversity" is not the root of the problem. Racism and white supremacy are the root problems. Action: Adjust your perspectives and strategies accordingly. My conversation partner for this episode is Tamice Spencer. Tamice graduated from Virginia Commonwealth University with a double major Bachelor's degree in Religious Studies and Advertising. At age 20 she felt the call to vocational ministry quite strongly and hasn't looked back. She has worked with hundreds of young adults and has a passion for learning, speaking, songwriting, and

teaching. Tamice is the Founder of Sub:Culture Incorporated a non profit that seeks to eradicate barriers for black college students. Sub: Culture Incorporated was created with students on the margins in mind and a longing to see them centered, and holistically cared for while on campus. Tamice is also co-founder of the Kingdom Collaborative, an Atlanta based collective of HBCU ministry practitioners. For six years she served on full-time staff with Intervarsity Christian Fellowship and the last two years on staff as the Associate Area Director of HBCU Planting & Strategy for the Southeast Region.

Wilkinson, B. (2021, August 24). [Motivation Matters - Interrogating White Racial Identity and Practicing Antiracism w/ Jenny Potter \[Audio Podcast\]](#). In [The Diversity Gap](#). Live Grace Productions. [Anchor.fm](#).

Motivation Matters - Interrogating White Racial Identity and Practicing Antiracism w/ Jenny Potter Insight: Your motivation for diversifying your team matters. Action: If your motivation is to honor people's dignity, keep going. If your motivation is to appear relevant, stop now. Jenny Booth Potter is a woman who has dedicated her life to practicing antiracism and to supporting the work of Black women activists. Jenny is thoughtful and brings so much clarity and conviction to her antiracism work. In this conversation, we dive into what it's been like for her as a white woman to go on a journey of show up to the work of racial justice with consistency and authenticity. I am grateful for Jenny's voice and leadership, and I know you will be too.

Wilkinson, B. (2021, February 9). [Slowing Down Enough to Know What's Driving Your Cultural Change \[Audio Podcast\]](#). In [The Diversity Gap](#). Live Grace Productions. [Anchor.fm](#).

The *way* we pursue change is just as important as the *why.* In this episode, Bethaney reviews and closes out the culture series. You'll get a recap of every lesson in the series, as well as some perspectives on how to slow down enough to evaluate *how* you're pursuing change. The tools we use to pursue cultural change are important! Listen in to hear why.

Wilkinson, B. (2021, January 14). [Resisting Racial Color Blindness in Anxious Times \[Audio Podcast\]](#). In [The Diversity Gap](#). Live Grace Productions. [Anchor.fm](#).

In this episode of The Diversity Gap Academy, we take a break from our series on organizational culture to discuss racial color blindness. When the world is anxious and as racial tensions rise, racial color blindness can seem like the way to go. In this episode, we explore: what is racial color blindness? How is it showing up these days? How do we resist it? And why? Insight: Your team's lack of "racial diversity" is not the root of the problem. Racism and white supremacy are the root problems. Action: Adjust your perspectives and strategies accordingly. My conversation partner for this episode is Tamice Spencer. Tamice graduated from Virginia Commonwealth University with a double major Bachelor's degree in Religious Studies and Advertising. At age 20 she felt the call to vocational ministry quite strongly and hasn't looked back. She has worked with hundreds of young adults and has a passion for learning, speaking, songwriting, and teaching. Tamice is the Founder of Sub:Culture Incorporated a non profit that seeks to eradicate barriers for black college students. Sub: Culture Incorporated was created with students on the margins in mind and a longing to see them centered, and holistically cared for while on campus. Tamice is also co-founder of the Kingdom Collaborative, an Atlanta based collective of HBCU ministry practitioners. For six years she served on full-time staff with Intervarsity Christian Fellowship and the last two years on staff as the Associate Area Director of HBCU Planting & Strategy for the Southeast Region.

Williams, D. R. (2016). [How Racism Makes Us Sick \[Video\]](#). TED.

Why does race matter so profoundly for health? David R. Williams developed a scale to measure the impact of discrimination on well-being, going beyond traditional measures like income and education to reveal how factors like implicit bias, residential segregation and negative stereotypes create and sustain inequality. In this eye-opening talk, Williams presents evidence for how racism is producing a rigged system -- and offers hopeful examples of programs across the US that are working to dismantle discrimination.

[Winning in Life Today. \(2020, June 11\). Resmaa Menakem- Racialized Trauma - The Weathering Effects on the Human Body \[Video\]. Youtube.](#)

My guest Resmaa Menakem is a national speaker, licensed therapist, and New York Times best selling author. In this episode of FB Live w/ Nicole Evans, Resmaa talks about the weathering effects of racialization on the human body.

[WNET, et al. \(2013\). The African Americans: Many Rivers to Cross \[TV Series\]. AVON.](#)

Survey the full sweep of African-American history with Henry Louis Gates, Jr.: This series chronicles the full sweep of African American history, from the origins of slavery on the African continent right up to today when America remains a nation deeply divided by race.

[YouTube Movies and TV. \(2013\). 12 Years a Slave \[Video\]. Youtube.](#)

(Buy or Rent) From director Steve McQueen comes this powerful nominee for nine Academy Awards®, including Best Picture, based on Solomon Northup's astonishing true story. In 1841, Northup (Chiwetel Ejiofor), a free citizen, is kidnapped, stripped of his identity and sold into slavery. Now, he must find the strength to survive in this unflinching story of hope that earned a Golden Globe® for Best Picture, Drama.

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5.6: OER

Banton, L. (2015). *What We Now Know about Race and Ethnicity*. Berghahn Books.

Attempts of nineteenth-century writers to establish “race” as a biological concept failed after Charles Darwin opened the door to a new world of knowledge. Yet this word already had a place in the organization of everyday life and in ordinary English language usage. This book explains how the idea of race became so important in the USA, generating conceptual confusion that can now be clarified. Developing an international approach, it reviews references to “race,” “racism,” and “ethnicity” in sociology, anthropology, philosophy, and comparative politics and identifies promising lines of research that may make it possible to supersede misleading notions of race in the social sciences.

Black Language Matters: Linguistic Bias in Education

Cookie Garrett Sankofa Scholars Program Specialist San Francisco, California This talk will discuss the understanding of Ebonics in education. It will also discuss the experience of Ebonics speakers as they matriculated through education and how the perception of their home language influence their experience in education. Last, this discussion will address a few ways to engage and support Ebonics speakers as educators.

Blake, F., Ioanide, P., & Reed, A. (Eds.). (2019). *Antiracism Inc. : Why the Way We Talk about Racial Justice Matters*. Punctum Books.

"Antiracism Inc. traces the ways people along the political spectrum appropriate, incorporate, and neutralize antiracist discourses to perpetuate injustice. It also examines the ways organizers continue to struggle for racial justice in the context of such appropriations. Antiracism Inc. reveals how antiracist claims can be used to propagate racism, and what we can do about it. While related to colorblind, multicultural, and diversity discourses, the appropriation of antiracist rhetoric as a strategy for advancing neoliberal and neoconservative agendas is a unique phenomenon that requires careful interrogation and analysis. Those who co-opt antiracist language and practice do not necessarily deny racial difference, biases, or inequalities. Instead, by performing themselves conservatively as non-racists or liberally as ‘authentic’ antiracists, they purport to be aligned with racial justice even while advancing the logics and practices of systemic racism. Antiracism Inc. therefore considers new ways of struggling toward racial justice in a world that constantly steals and misuses radical ideas and practices. The collection focuses on people and methods that do not seek inclusion in the hierarchical order of gendered racial capitalism. Rather, the collection focuses on aggrieved peoples who have always had to negotiate state violence and cultural erasure, but who work to build the worlds they envision. These collectivities seek to transform social structures and establish a new social warrant guided by what W.E.B. Du Bois called “abolition democracy,” a way of being and thinking that privileges people, mutual interdependence, and ecological harmony over individualist self-aggrandizement and profits. These aggrieved collectivities reshape social relations away from the violence and alienation inherent to gendered racial capitalism, and towards the well-being of the commons. Antiracism Inc. articulates methodologies that strive toward freedom dreams without imposing monolithic or authoritative definitions of resistance. Because power seeks to neutralize revolutionary action through incorporation as much as elimination, these freedom dreams, as well as the language used to articulate them, are constantly transformed through the critical and creative interventions stemming from the active engagement in liberation struggles."

Farrington, J., Powell, N. W., Graham, G., Day, L., & Ogechi E. A. (2019). *Slavery to Liberation: The African American Experience*. Encompass Digital Archive, Eastern Kentucky University.

Slavery to Liberation: The African American Experience gives instructors, students, and general readers a comprehensive and up-to-date account of African Americans’ cultural and political history, economic development, artistic expressiveness, and religious and philosophical worldviews in a critical framework. It

offers sound interdisciplinary analysis of selected historical and contemporary issues surrounding the origins and manifestations of White supremacy in the United States. By placing race at the center of the work, the book offers significant lessons for understanding the institutional marginalization of Blacks in contemporary America and their historical resistance and perseverance.

Winn, J. E. (2012). *Documenting Racism: African Americans in US Department of Agriculture Documentaries, 1921-42*. Bloomsbury Academic.

From the silent era through the 1950s, the U.S. Department of Agriculture was the preeminent government filmmaking organization. In the United States, USDA films were shown in movie theaters, public and private schools at all educational levels, churches, libraries and even in open fields. For many Americans in the early 1900s, the USDA films were the first motion pictures they watched. And yet USDA documentaries have received little serious scholarly attention. The lack of serious study is especially concerning since the films chronicle over half a century of American farm life and agricultural work and, in so doing, also chronicle the social, cultural, and political changes in the United States at a crucial time in its development into a global superpower. Focusing specifically on four key films, Winn explicates the representation of African Americans in these films within the socio-political context of their times.

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5.7: Guides and Tools

Ahadi, H. S. & Guerrero, L. A. (2020, November). [Decolonizing Your Syllabus, an Anti-Racist Guide for Your College](#). Academic Senate for California Community Colleges.

The reality today is that black indigenous people of color (BIPOC) are finding themselves having to lead anti-racism conversations and actions to change their institutions. Simply having white allies and college administration holding town-halls and meetings and listening to the BIPOC community is no longer enough. Academic institutions should all have a call to action to address racial inequities and to be accountable to meet the transformational change that society needs. Prior to the spread of the worldwide pandemics— COVID-19 infection, overt racism, increase of mental health issues, and economic instability—many inequities existed for students who identify as BIPOC. Today, remote teaching creates a further disparity for preparations and completion amongst BIPOC students in the community college system. The quarantine process may enable many college campuses to reflect on their anti-racism efforts. Doing so will also enable faculty to reconstruct their remote and online teaching with a welcoming, innovative, comfortable, and engaging approach for students who identify as BIPOC and have multiple barriers they are confronted with. If an instructor does not know where to start, a good place may be with decolonizing the course syllabus, since it is usually the first official document students encounter in any course they take.

Ahadi, H. S. (2021, February). [Eradicating Xenophobia in Community College](#). Academic Senate for California Community Colleges.

Immigrant, international, and refugee students continue to experience xenophobia and marginality living in the United States and attending community college. ... The result of xenophobia is that immigrant, international, and refugee students feel invalidated and unwelcomed. As the United States experiences the worldwide pandemic of Covid-19, many Asian Pacific Islander students experience the spread of overt racism. Indeed, xenophobia towards immigrant, international, and refugee students is not a new phenomenon. ... Community college educators and leaders should be prepared to dispel assumptions and stereotypes about these groups. Educators and leaders need to dismantle the systemic barriers immigrant, international, and refugee students are confronted with on their campuses.

Ash, A. N., et al. (2020). [Anti-Racism in Higher Education: A Model for Change](#). *Race and Pedagogy Journal*, 4(3).

Racism continues to persist in higher education and traditional diversity initiatives that focus only on support resources and tolerance training continue to fall short in making lasting change on college and university campuses. The purpose of this scholarly paper is to present a model for change within higher education that distributes leadership and institutional power across racial lines and enlightens the White community about systemic inequities.

Bagwell, O. (1998). [Africans in America \[TV series\]](#). WGBH Boston for PBS.

America's journey through slavery is presented in four parts. For each era, you'll find a historical Narrative, a Resource Bank of images, documents, stories, biographies, and commentaries, and a Teacher's Guide for using the content of the Web site and television series in U.S. history courses.

Blackwell, D. M. (2010). [Sidelines and Separate Spaces: Making Education Anti-Racist for Students of Color](#). *Race, Ethnicity and Education*, 13(4), 473–494.

(Requires CCC login) The way in which anti-racist education is currently conceptualized and practiced holds very few benefits for students of color. By using whiteness theory and the politics of identity and difference, many educators have developed pedagogical interventions that are concerned with bringing white students into a

consciousness about racism and white privilege, and examining the effect of racial-identity politics on classroom interactions. Their aim to cultivate an anti-oppressive educational environment for all students is undermined by their preoccupation with identity politics, whiteness and white students. Thus, in both theory and practice, students of color are often rendered invisible on the sidelines or their personal stories are used to benefit white students and white educators. Scholar-practitioners in this field have not adequately considered what counts as anti-racist education for students of color. In this paper, I tell stories about my own experiences as a black woman graduate student as a way of "talking back" to the disjunctures between pedagogical intentions and the disappointing realities of anti-racist classrooms. I identify the pedagogical obstacles that block instructors from positioning students of color as a central educational concern alongside their white classmates, and argue that anti-racist educators must reexamine their principles and practices from the standpoint of students of color. Finally, I turn to black feminist standpoint theory to discuss the importance of racially separate spaces as a pedagogical intervention that can make education anti-racist for students of color.

[Block, J. \(2015, January 12\). Educate to Liberate: Build an Anti-Racist Classroom. Edutopia.](#)

Teachers must recognize and empower students with backgrounds different from their own, including their voices in the conversation and validating their experiences and perspectives.

[Burnham, K. \(2020, July 31\). 5 Culturally Responsive Teaching Strategies. Northeastern University Graduate Programs.](#)

Over the past few decades, students, their experiences, upbringings, and backgrounds have changed. Classrooms now reflect families of varying races, cultures, and socioeconomic statuses. As a result, the way teachers educate these students must change, too, says Cherese Childers-McKee, assistant teaching professor in Northeastern University's College of Professional Studies. One of these shifting approaches to education is known as culturally responsive teaching. Below, we explore the concept of culturally responsive teaching, compare it against traditional teaching models, and offer a number of strategies that you can use to incorporate the approach into your own methods.

[California Newsreel. \(2008\). Unnatural Causes \[Film\]. Kanopy.](#)

UNNATURAL CAUSES sounds the alarm about the extent of our glaring socio-economic and racial inequities in health and searches for their root causes. But those causes are not what we might expect. While we pour more and more money into drugs, dietary supplements and new medical technologies, UNNATURAL CAUSES crisscrosses the country investigating the findings that are shaking up conventional understanding of what really makes us healthy or sick. UNNATURAL CAUSES is a medical detective story out to solve the mystery of what's stalking and killing us before our time, especially those of us who are less affluent and darker-skinned. But its investigators keep peeling back the onion, broadening their inquiry beyond the immediate, physical causes of death to the deeper, underlying causes that lurk in our neighborhoods, our jobs and even back in history. The perpetrators, of course, aren't individuals but rather societal and institutional forces. And theirs are not impulsive crimes of passion. These are slow deaths the result of a lifetime of grinding wear and tear, thwarted ambition, segregation and neglect. But this is also a story of hope and possibility, of communities organizing to gain control over their destinies and their health. The good news is that if bad health comes from policy decisions that we as a society have made, then we can make other decisions. Some countries already have, and they are living longer, fuller lives as a result.

[Castillo-Montoya, M., Abreu, J., & Abad, A. \(2019\). Racially Liberatory Pedagogy: A Black Lives Matter Approach to Education. International Journal of Qualitative Studies in Education \(QSE\), 32\(9\), 1125–1145.](#)

(Requires CCC login) In this study, we sought to understand how Black lives matter (BLM) epistemology, as displayed through six months of social media content from official accounts, can inform a racially liberatory pedagogy in higher education for Black and other racially minoritized students. We found BLM, through Facebook and Twitter, situated intersectional Black culture in the contemporary struggle for liberation. BLM also

offered information that can raise its followers' intersectional critical consciousness. Additionally, BLM content highlighted actions that can support Black liberation. Lastly, BLM content supported the building of relationships and naming of emotions as Black people work toward their liberation. In this sense, BLM connected with elements of a racially liberatory pedagogy and offered nuances that advanced the framework. We discuss the implications of this framework for teaching in higher education.

[Center for Antiracist Research. \(n.d.\). Be Antiracist: Where academic research meets antiracist action. Boston University Center for Antiracist Research.](#)

Whereas racist research historically has posed the question, “What is wrong with people?” antiracist research now asks a different question, a better question: “What is wrong with policies?” Our belief is that framing research on race and racism around antiracist questions leads to antiracist narratives, effective policy solutions, and impactful advocacy campaigns that cut to the root of racial inequality: racist policy.

[Cole, C.E. \(2017\), "Culturally sustaining pedagogy in higher education: teaching so that Black Lives Matter", Equality, Diversity and Inclusion, Vol. 36 No. 8, pp. 736-750.](#)

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Purpose The purpose of this paper is to show how the principles of Black Lives Matter can be used to enact a culturally sustaining pedagogy (CSP) in higher education settings, particularly in small colleges that serve significant populations of students who are underrepresented in higher education.

Design/methodology/approach Drawing on examples from college courses in media and society, organizational communication, and interpersonal communication, the case study shows application of the principles of Black Lives Matter in the college classroom at two different institutions in the urban Northeast USA, where the majority of the students are young people of color and/or first-generation college students.

Findings The paper shows how founding principles of Black Lives Matter, particularly diversity, intersectionality, loving engagement, and empathy, can be used to guide concrete pedagogical practices. It provides examples of how to use Black Lives Matter as a framework to enhance and improve college teaching to make it more diverse and inclusive.

Research limitations/implications This case study is based on the author’s experiences teaching at two majority-minority colleges in Greater Boston, Massachusetts, USA. This paper is not the result of a systematic research study.

Practical implications This paper has significant implications for how to enact CSP in higher education settings. This paper is valuable to those looking for specific strategies to include more diverse and inclusive teaching strategies. This research also shows both the utility and impact of Black Lives Matter when applied to higher education.

Social implications This paper improves public understanding of Black Lives Matter as a social movement.

Originality/value Since the Black Lives Matter movement is fairly new, there is limited academic research on it. Further, there has not been attention to how Black Lives Matter provides insight into pedagogy, particularly in higher education.

[Dillard, C. \(2020, January 29\). Black History Month: Teaching the Complete History. Southern Poverty Law Center.](#)

Go beyond trauma and struggle to examine the liberation, civic engagement, creativity and intersecting identities of Black people during Black History Month.

[Diversity Best Practices. \(2020, June\). Being an Upstander: Racism : A Practical Guide. Diversity Best Practices.](#)

We have developed a few best practices to support your efforts to address these issues and continue having essential dialogue both internally and externally to support your employees, your stakeholders and your customers. Our array of proposed solutions will equip you to be an upstander: someone that speaks out or acts in support of another being attacked or discriminated against. Incorporate this content into your messaging, programming, and communications.

[Dominguez, M. \(2021\). Cultivating Epistemic Disobedience: Exploring the Possibilities of a Decolonial Practice-Based Teacher Education. Journal of Teacher Education, 72\(5\), pp. 551+.](#)

Even as momentum builds for critical, culturally sustaining, and decolonial approaches to pedagogy, curriculum, and teacher education, efforts in practice-based teacher education remain epistemically linked to Eurocentric, colonial objects of schooling, and shallow notions of justice. Yet attention to what the day-to-day work of teaching is critical to novices' development, especially when the challenges we hope they will embrace--disrupting oppression and advancing liberation--are so complicated. Clear, concrete models of decolonial repertoires of practice are needed to ensure our teacher education efforts produce skilled practitioners prepared to advance the decolonial project in education. In this article, through a decolonial reading of the practice-based literature, and an examination of rehearsal deployed with decolonial intent, argue for a decolonial practice-based teacher education that will cultivate educators to engage in epistemic disobedience, learning how to teach while resisting the colonality that permeates schools.

Donaldson, P. E. & Tavares, T. (2021, June 28). Educating for Equity: Ideas, Resources from Facing History and Ourselves. *School Library Journal*.

Educating for Equity: Ideas, Resources from Facing History and Ourselves.

Fay, L. (2019, August 7). 74 Interview: Researcher Gloria Ladson-Billings on Culturally Relevant Teaching, the Role of Teachers in Trump's America & Lessons From Her Two Decades in Education Research. *The 74*.

Gloria Ladson-Billings remembers that there was a difference between the black and white teachers she had growing up in Philadelphia. African-American teachers could give the students "the talk," she recalls, referring to a 2017 Procter & Gamble television advertisement that showed black parents talking to their kids about racism. The black teachers could speak to students honestly about what it means to be African-American in a way their white counterparts never could, she remembered. Ladson-Billings speaks often about her fifth-grade teacher, Ethel Benn, who first taught her about W.E.B. DuBois. She was amazed to learn that a black person had graduated from Harvard University, she remembers; at the time it seemed impossible. Now, Ladson-Billings studies what it takes to be a successful teacher of African-American children and has written extensively about culturally relevant teaching since the 1990s.

Harper, S. R. (2009). Race-conscious student engagement practices and the equitable distribution of enriching educational experiences. *Liberal Education*, 95(4), 38-45.

In this article, race-conscious student engagement is offered as an effective approach to narrowing racialized achievement disparities among college students, while simultaneously improving the experiences and outcomes of racial minority undergraduates. This version of student engagement is defined, and the mutual benefits it confers to students, educators, and predominantly white institutions are described in the article. But first, current racial gaps in the engagement of undergraduates are illuminated and discussed.

Haynes, C., & Patton, L. D. (2019). From Racial Resistance to Racial Consciousness: Engaging White STEM Faculty in Pedagogical Transformation. *Journal of Cases in Educational Leadership*, 22(2), 85-98.

Professor Arnie Copper is among the many science, technology, engineering, and mathematics (STEM) faculty who view the learning of STEM curriculum as an intellectual exercise that is race-neutral. In this case, the authors use the White Racial Consciousness and Faculty Behavior model to illustrate how racially minoritized students can experience the classrooms of White STEM faculty who fail to see connections between their teaching, course content, and racial justice. Institutional leaders and faculty developers can use this case to generate a timely critique of the enduring racism shaping higher education and fostering hostile learning conditions on college campuses.

Jaime, A. (2020, June 1). How Latinx People Can Fight Anti-Black Racism in Our Own Culture. *Teen Vogue*.

In this op-ed, writer Angie Jaime unpacks how Latinx people can interrogate their involvement in Black liberation and the dismantling of white supremacy.

Jones, S. P. (2020, Spring). [Ending Curriculum Violence](#). *Learning for Justice*, 64.

Yes, curriculum can be violent—whether you intend it or not. Here’s what it looks like and how you can avoid it.

Kazi, N. H. (2016, May 2). [Islamophobia and Islamophilia: An Unusual Connection \[Video\]](#). [dmaziakazi.com](#).

Connecting strategies for inclusion of Muslims and other immigrant and racial groups.

Kernahan, C., & Chick, N. L. (2017). [How Do You Listen to Your Students to Help Them Learn about Race and Racism?](#) *New Directions for Teaching and Learning*, 151, 17–30.

Teaching and learning can be especially difficult when the content includes race. We argue here that an effective approach is one that includes multiple angles, learning from our students and from a broad range of colleagues and disciplines.

Kishimoto, K. (2018). [Anti-Racist Pedagogy: From Faculty’s Self-Reflection to Organizing within and beyond the Classroom](#). *Race, Ethnicity and Education*, 21(4), 540–554.

This article is a synthesis of my own work as well as a critical reading of the key literature in anti-racist pedagogy. Its purpose is to define anti-racist pedagogy and what applying this to courses and the fullness of our professional lives entails. I argue that faculty need to be aware of their social position, but more importantly, to begin and continue critical self-reflection in order to effectively implement anti-racist pedagogy, which has three components: (1) incorporating the topics of race and inequality into course content, (2) teaching from an anti-racist pedagogical approach, and (3) anti-racist organizing within the campus and linking our efforts to the surrounding community. In other words, anti-racist pedagogy is an organizing effort for institutional and social change that is much broader than teaching in the classroom.

Kleinrock, E. (2020, June 30). [Anti-Racist Work in Schools: Are You in it for the Long Haul?](#) *Learning For Justice*.

In the wake of Black Lives Matter protests, educators and schools across the nation are planning anti-racist work. How will you ensure your school isn’t just going through the motions?

Kubic, C. (2021, September 24). [Taking Small Steps Toward Equity](#). *Edutopia*.

It can be difficult to know how to keep going with equity work, but starting with culturally responsive teaching is helpful.

Latin American and Iberian Institute. (1991). [Anti-Stereotype Curriculum: All Ages - Bob Peterson](#). Latin American and Iberian Institute, pp. 8-9.

This activity comes directly from Bob Peterson’s article “Columbus and Native Issues in the Elementary Classroom” in RTC, pp. 35-41. The following is an extended direct citation (RTC, pp. 36-38) from the RTC article, with the exception of the italicized notes which have been added as elaborations. The article in its entirety is a great resource, and highly recommended.

[Learning for Justice](#). (2018, Fall). [Toolkit for "What Is White Privilege, Really?"](#) *Learning for Justice*, 60.

This toolkit offers advice, activities and further reading suggestions for educators who want to unpack the concept of whiteness and white privilege with themselves and with students.

[Lee, D. M. \(2012, January 12\). Creating an Anti-Racist Classroom. Edutopia.](#)

In an age where classroom teachers find themselves defending their profession and their results, the discussion of race in the classroom seems like one more opportunity for the finger-pointers who seek deeper understanding about the declining academic performance of all American students.

[Lin, L. & Lu, T. \(n.d.\). Asian American Racial Justice Toolkit. Asian Pacific American Labor Alliance, et al.](#)

This toolkit is a project of love from the grassroots, from and by Asian American communities. As Asian Americans, we believe that our liberation is tied to Black liberation and we continue to dream about a world where all of our people will be free.

[Lopez, A. E. & Jean-Marie, G. \(2021\). Challenging Anti-Black Racism in Everyday Teaching, Learning, and Leading: From Theory to Practice. Journal of School Leadership, 31\(1-2\), 50-65.](#)

Anti-Black racism and White supremacy continue to have dire impact on the lives and educational outcomes of Black people and students in educational spaces. Examining ways in which this form of racism is disrupted, confronted, and challenged in education and schooling is important not only to Black students, scholars, practitioners, and staff, but to all People of Color. Drawing on research conducted with educators in, Canada, the United States and our lived experiences as Black educators this article examines how antiblackness and anti-Black racism is manifested in schooling spaces through teaching, learning, and leadership, and offers actions that educators can take in everyday practice to confront and disrupt. In so doing connect theory to practice, and offer possibilities that school leaders and others can act on.

[Love, B. L. \(2019, March 18\). Dear White Teachers: You Can't Love Your Black Students If You Don't Know Them.](#)

Why loving “all” students isn’t good enough.

[Machado, E. \(2017, May 31\). Culturally Sustaining Pedagogy in the Literacy Classroom. International Literacy Association.](#)

Classrooms are more diverse than ever before. In our interconnected world, students bring a range of languages, literacies, and cultural practices into their schools. As educators, we’ve often thought about culture as something associated with a student’s ethnic heritage. However, a newer approach to teaching and learning called culturally sustaining pedagogy challenges us to promote, celebrate, and even critique the multiple and shifting ways that students engage with culture.

[Maxwell, K., & Gurin, P. \(2017\). Using Dialogue to Create Inclusive Classrooms: A Case Study from a Faculty Institute. Liberal Education, 103\(3–4\).](#)

Classrooms should be liberatory spaces where people are nurtured and content comes to life. But students and faculty frequently note the charged nature of the classroom, especially when course content focuses on aspects of identity such as race and ethnicity or dynamics related to power and inequality. This article describes a Faculty Dialogues Institute offered by the Program on Intergroup Relations (IGR) and the Center for Research on Learning and Teaching (CRLT) at the University of Michigan that like many faculty teaching workshops, aimed to help faculty create effective classrooms that are fully inclusive of today's students; but it took a unique approach by focusing specifically on intergroup dialogue strategies. In intergroup dialogue, individuals from at least two social identity groups engage in deep listening, ask questions with the goal of understanding multiple perspectives, draw on both course content and others' identity-based experiences to deepen learning, and reflect collectively on what has been learned in order to create more inclusive spaces and strengthen understanding of course material. At the three-day institute, diverse dialogue groups were intentionally created to encourage active participation and balance power dynamics. With purposeful attention to the balance of identities, the institute

was able to foster small-group interactions where no one was tokenized and where all faculty felt supported and able to contribute their authentic selves.

McCamby, H. (2018, November). [Equity's Unspoken Dilemmas: Facing Trade-Offs for More Intentional Practice. Feature on Research and Leadership, 5\(1\).](#)

This brief provides an overview of the logical implications of different models of equity, an introduction to an empirical project that validates the material effects of varied equity definitions, and a framework for considering the trade-offs inherent in collective work to mobilize equity in environments.

McCarty, T. L., & Lee, T. S. (2014). [Critical culturally sustaining/revitalizing pedagogy and indigenous education sovereignty. Harvard Educational Review, 84\(1\), 101–124.](#)

In this article, Teresa L. McCarty and Tiffany S. Lee present critical culturally sustaining/ revitalizing pedagogy as a necessary concept to understand and guide educational practices for Native American learners. Premising their discussion on the fundamental role of tribal sovereignty in Native American schooling, the authors underscore and extend lessons from Indigenous culturally based, culturally relevant, and culturally responsive schooling. Drawing on Paris's (2012) and Paris and Alim's (2014) notion of culturally sustaining pedagogy (CSP), McCarty and Lee argue that given the current linguistic, cultural, and educational realities of Native American communities, CSP in these settings must also be understood as culturally revitalizing pedagogy. Using two ethnographic cases as their foundation, they explore what culturally sustaining/revitalizing pedagogy (CSRP) looks like in these settings and consider its possibilities, tensions, and constraints. They highlight the ways in which implementing CSRP necessitates an "inward gaze" (Paris & Alim, 2014), whereby colonizing influences are confronted as a crucial component of language and culture reclamation. Based on this analysis, they advocate for community-based educational accountability that is rooted in Indigenous education sovereignty.

McKamey, P. (2020, June 17). [What Anti-racist Teachers Do Differently. The Atlantic.](#)

They view the success of black students as central to the success of their own teaching.

National Museum of African American History and Culture. (n.d.) [I Am an Educator in Talking About Race. Smithsonian/National Museum of African American History and Culture.](#)

The effects of race and racism are unavoidable aspects of our modern world. Educators play a valuable role that impacts how our young people operate in the world by giving them a nuanced perspective on race. By teaching about the historical foundations of race and its role within political and social structures, we can help students better understand how race affects their own lives.

National Museum of African American History and Culture. (n.d.) [Talking About Race. Smithsonian/National Museum of African American History and Culture.](#)

To create an equal society, we must commit to making unbiased choices and being antiracist in all aspects of our lives. Contents include information, videos, and reflection and discussion tools.

Nichols, H. (2020, June 5). [A Guide to Equity and Antiracism for Educators. Edutopia.](#)

Teachers shaken by recent events and wondering how to work for change in our society and schools can start with these lesson plans, videos, and other resources.

Reclamation Ventures. (2020-). [28 Days of Black History \[Email subscription series\]. Anti-Racism Daily.](#)

A daily email to honor and celebrate Black history. Each email includes... A cultural artifact – book, movie, artwork, song, etc – that represents the impact of Black people and culture in U.S. history Action steps to carry this work into tomorrow – whether it’s donating to an organization, getting involved in your community, or more. Discussion questions to drive conversation and learning with your colleagues, students, friends and family.

Rizga, K. (2020, November 8). [How to Teach American History in a Divided Country](#). *The Atlantic*.

Chuck Yarborough on helping kids make connections between the past and the present.

Rizga, K. (2020, October 28). [Working for Racial Justice as a White Teacher](#). *The Atlantic*.

Robert Roth on an anti-racist approach to high-school history. One of this year’s largest youth-led Black Lives Matter protests took place on June 3 in front of Mission High School in San Francisco, where Robert Roth taught U.S. History and Ethnic Studies from 2005 until he retired in 2018. Roth was in the crowd, listening to teenage speakers who were urging white people like himself—including white educators, who make up 79 percent of the U.S. teaching force—to step up as allies in the fight for racial justice. It was a message that Roth has been attuned to for a long time. In 1964, when Roth was himself a teenager, he joined what became the nation’s largest anti-school-segregation boycott in New York City. As a student at Columbia University in 1968, he was a key part of one of the largest college anti-war and anti-racist protests of that era. And since he first started teaching in San Francisco in 1988, Roth has been grappling with what it means to be an anti-racist teacher working in majority Black and Latino schools. For Roth, in his 30 years in education this meant changing his curricula to highlight the role people of color played in transforming our society; helping develop the ethnic-studies program at Mission High School; working with students and teachers to make ethnic studies a part of every high school in San Francisco Unified District today; and learning from his students and from teachers of color about how to make his classrooms work for everyone, so that all students feel intellectually challenged and engaged. In conversations in 2018 and 2020, I asked Roth to reflect on how he approached teaching U.S. history as an anti-racist educator. This Q&A has been lightly edited for brevity and clarity.

Rubel, L. H. (2017, December). [Equity-Directed Instructional Practices: Beyond the Dominant Perspective](#). *Journal of Urban Mathematics Education*, 10(2), 66–105.

In this article, the author synthesizes four equity-directed instructional practices: standards-based mathematics instruction, complex instruction, culturally relevant pedagogy (CRP), and teaching mathematics for social justice (TMfSJ). The author organizes these practices according to the dominant and critical axes in Gutiérrez’s (2007a) equity framework. Among 12 teachers from 11 schools in a large urban school district, the author presents case studies of 3 teachers who excelled with the aforementioned dominant equity-directed practices but struggled with the critical practices of connecting to students’ experiences called for in CRP and critical mathematics called for in TMfSJ. The analysis explicitly explores the role of whiteness in these struggles. The author presents implications and recommendations for mathematics teacher education on how to better support teachers for equitable teaching that includes these critical equity-directed practices.

Simmons, D. (2017, April 18). [How to Change the Story about Students of Color](#). *Greater Good Magazine*.

Dena Simmons explores how educators can inadvertently harm students of color—and what we can do to bring out their best.

Simmons, D. (2019, October 1). [How to Be an Antiracist Educator](#). *ASCD*, 61(10).

Educators have an obligation to confront the harm of racism, says one social-emotional learning expert.

Spiegler, J. (2017, September 27). [First Encounters With Race and Racism: Teaching Ideas for Classroom Conversations](#). *The New York Times*.

This is a guest lesson from Jinnie Spiegler, the director of curriculum at the Anti-Defamation League. She has written for us previously on 10 Ways to Talk to Students About Sensitive Issues in the News. You might choose to use this lesson with our related Student Opinion question, “Why is race so hard to talk about?”

[Student Advocacy Center of Michigan. \(n.d.\). Anti-Racism Toolkit. studentadvocacycenter.org.](#)

This anti-racism toolkit was developed with educators and others working with youth in mind, to help you develop your own racial consciousness and awareness, as well as that of your students. We know that as educators, community members, parents and caregivers, you are aware of how race and racism play a role in your schools and larger community. Most importantly, you must understand the impact that race and racism has on people and students as they grow and develop.

[Thurber, A., Harbin, M.B., & Bandy, J. \(2019\). Teaching Race: Pedagogy and Practice. Vanderbilt University Center for Teaching.](#)

Social justice education has implications for what we teach (curriculum) and how we teach (pedagogy). Despite an increasing number of instructors bringing a critical analysis of racial in/justice to their curriculum, many report challenges in teaching this content effectively. To begin to address this need, this guide summarizes some of the common challenges instructors may encounter and offers five broad pedagogical principles for teaching racial justice, and three possible strategies for implementing each strategy in the classroom.

[Tufts University. \(n.d.\). Anti-Racist Teaching Resources. Tufts University.](#)

Antiracist teaching is about fighting for more equitable and just institutions, and policies that support the thriving of BIPOC (Black, Indigenous and People of Color). (This website has) a list of resources to support you as you begin this work. While not exclusively, this lists intentionally centers the knowledge and voices of BIPOC, most prominently women of color. It does not include many popularly referenced titles that are featured on other anti-racism reading lists, in an attempt to provide different voices and perspectives.

[Tyrone C. Howard, T. C. \(2020, June 3\). How to Root Out Anti-Black Racism From Your School. Education Week.](#)

How to Root Out Anti-Black Racism From Your School.

[BLM at School. \(n.d.\). 13 Guiding Principles. Black Lives Matter at School.](#)

The Black Lives Matter Movement is guided by the following principles...

[Dismantling Racism Works \(dRworks\). \(n.d.\). Dismantling Racism Works \(dRworks\) Web Workbook. Dismantling Racism.](#)

This web-based workbook was originally designed to support the Dismantling Racism Works 2-day basic workshop. The workbook is now offered as a resource to the community.

[National Museum of African American History and Culture. \(2014-\). I Am An Educator. Smithsonian.](#)

I care about my students’ racial consciousness and want to develop their racial awareness. (Interactive website/toolkit)

[Yale University Poorvu Center for Teaching and Learning. \(n.d.\). Racial Awareness. Yale University.](#)

A hallmark of effective teaching is racial awareness, where recognition of racial, ethnic, and cultural diversity in the classroom informs teaching strategies. Instructors can exhibit cultural consciousness, use inclusive teaching

strategies, incorporate racial diversity into their courses, and moderate productive class discussions about race where relevant. A body of research confirms the ways that microaggressions in particular can affect academic performance (Sue, 2013), and instructors can consider ways to develop an inclusive class climate that respects all persons in the classroom. Instructors often lack resources for approaching diverse classrooms or teaching diversity in the classroom. A variety of factors war against inclusivity too, including in-group bias, which favors students looking or coming from a similar culture as the instructor (Goodman, 2013). Reflective teaching habits and awareness of one's own attitude towards others can treat these unconscious issues. Too, when strong emotion clashes against the traditional nature of college discourse - polite, academic, and color-blind - conversation can go sour fast (Sue 2013). Instructors can consider a variety of examples and strategies to skillfully handle discussions of race, while strengthening theirs and their students' knowledge of racial and cultural diversity.

[National Congress of American Indians. \(2019, February 9\). Allies for Indian Country. National Congress of American Indians.](#)

Allies for Indian Country Learn about Tribal Nations, Citizenship, History, and Contemporary Issues NCAI encourages our friends, relatives, and neighbors, whether Native or not, to learn about the often shameful history of the United States' dealings with tribal nations and the issues that are important to contemporary Native peoples. We also urge anyone who wants to be an ally to Native peoples to refrain from disparaging Native identity, weaponizing tribal citizenship, mocking Native cultures and religious traditions, or invoking painful aspects of our shared history for partisan gain.

[Native Knowledge 360. \(n.d.\). Essential Understandings. Smithsonian / National Museum of the American Indian.](#)

The National Museum of the American Indian (NMAI) Native Knowledge 360° Essential Understandings about American Indians is a framework that offers new possibilities for creating student learning experiences. Building on the ten themes of the National Council for the Social Studies' national curriculum standards, the NMAI's Essential Understandings reveal key concepts about the rich and diverse cultures, histories, and contemporary lives of Native Peoples. These concepts reflect a multitude of untold stories about American Indians that can deepen and expand your teaching of history, geography, civics, economics, science, engineering, and other subject areas.

[Chicago United for Equity. \(n.d.\). Racial Equity Impact Assessment \(REIA\) \[PDF\]. Chicago United for Equity.](#)

A Racial Equity Impact Assessment (REIA) is a set of questions to investigate the benefits and burdens of a policy or practice.

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CHAPTER OVERVIEW

6: Sex and Gender

[6.1: Terminology](#)

[6.2: Books at CCC- Print](#)

[6.3: Books at CCC- eBooks](#)

[6.4: Articles and Essays](#)

[6.5: Audiovisual Resources](#)

[6.6: OER](#)

[6.7: Guides and Tools](#)

6: Sex and Gender is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

6.1: Terminology

[Gender Spectrum. \(2019\). The Language of Gender. Genderspectrum.org.](#)

The power of language to shape our perceptions of other people is immense. Precise use of terms in regards to gender can have a significant impact on demystifying many of the misperceptions associated with gender.

The vocabulary of gender continues to evolve and there is not universal agreement about the definitions of many terms. Nonetheless, here is some working language and examples of frequently used (and misused) terms. We offer them as a starting place for dialogue and understanding, which begins by clarifying how we are using various terms, rather than asserting that they represent the final or only definition of the various terms.

[Human Rights Campaign. \(n.d.\) Glossary of Terms. HRC Foundation.](#)

Many Americans refrain from talking about sexual orientation and gender identity or expression because it feels taboo, or because they're afraid of saying the wrong thing. This glossary was written to help give people the words and meanings to help make conversations easier and more comfortable. LGBTQ+ people use a variety of terms to identify themselves, not all of which are included in this glossary. Always listen for and respect a person's self identified terminology.

[Wamsley, L. \(2018, November 7\). A Guide To Gender Identity Terms. npr.org.](#)

A glossary of terms relating to gender identity, which aims to help people communicate accurately and respectfully with one another. Proper use of gender identity terms, including pronouns, is a crucial way to signal courtesy and acceptance. Alex Schmider, associate director of transgender representation at GLAAD, compares using someone's correct pronouns to pronouncing their name correctly – "a way of respecting them and referring to them in a way that's consistent and true to who they are."

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6.2: Books at CCC- Print

Ferree, M. M. & Wade, L. (2023). *Gender : ideas, interactions, institutions*. W.W. Norton & Company, Inc.

"The new gold standard for sociology of gender courses. An instant best-seller and now the leading book for the course, Wade and Ferree's *Gender* is an accessible and inclusive introduction to sociological perspectives on gender. Drawing on memorable examples mined from history, pop culture, and current events, *Gender* deftly moves between theoretical concepts and applications to everyday life. Revised throughout to be more inclusive and intersectional, the Third Edition features expanded coverage of the nonbinary and trans experience and new discussions of the impact of Covid-19 on families and work."

Gainsburg, J. (2023). *The savvy ally : a guide for becoming a skilled LGBTQ + advocate*. Rowman & Littlefield.

"The Savvy Ally: A Guide for Becoming a Skilled LGBTQ+ Advocate is an enjoyable, humorous, encouraging, easy to understand guidebook for being an ally to LGBTQ+ communities."

Garcia, M. (2023). *We are not born submissive : how patriarchy shapes women's lives*. Princeton University Press.

"We Are Not Born Submissive offers the first in-depth philosophical exploration of female submission, focusing on the thinking of Simone de Beauvoir, and more recent work in feminist philosophy, epistemology, and political theory. Manon Garcia argues that to comprehend female submission, we must invert how we examine power and see it from the woman's point of view. Historically, philosophers, psychoanalysts, and even some radical feminists have conflated femininity and submission. Garcia demonstrates that only through the lens of women's lived experiences--their economic, social, and political situations--and how women adapt their preferences to maintain their own well-being, can we understand the ways in which gender hierarchies in society shape women's experiences. Ultimately, she asserts that women do not actively choose submission. Rather, they consent to--and sometimes take pleasure in--what is prescribed to them through social norms within a patriarchy."

Goetsch, D. (2022). *This body I wore : a memoir*. Farrar, Straus and Giroux.

"A memoir of one woman's long journey to late transition, in an era before real community or appropriate language was available to help her understand herself."

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6.3: Books at CCC- eBooks

Chacaby, M. & Plummer, M. L. (2016). *A Two-Spirit Journey: The Autobiography of a Lesbian Ojibwa-Cree Elder*. University of Manitoba Press.

A compelling, harrowing, but ultimately uplifting story of resilience and self-discovery. 'A Two-Spirit Journey' is Ma-Nee Chacaby's extraordinary account of her life as an Ojibwa-Cree lesbian. From her early, often harrowing memories of life and abuse in a remote Ojibwa community riven by poverty and alcoholism, Chacaby's story is one of enduring and ultimately overcoming the social, economic, and health legacies of colonialism. As a child, Chacaby learned spiritual and cultural traditions from her Cree grandmother and trapping, hunting, and bush survival skills from her Ojibwa stepfather. She also suffered physical and sexual abuse by different adults, and in her teen years became alcoholic herself. At twenty, Chacaby moved to Thunder Bay with her children to escape an abusive marriage. Abuse, compounded by racism, continued, but Chacaby found supports to help herself and others. Over the following decades, she achieved sobriety; trained and worked as an alcoholism counsellor; raised her children and fostered many others; learned to live with visual impairment; and came out as a lesbian. In 2013, Chacaby led the first gay pride parade in Thunder Bay. Ma-Nee Chacaby has emerged from hardship grounded in faith, compassion, humour, and resilience. Her memoir provides unprecedented insights into the challenges still faced by many Indigenous people.

Fujiwara, L., & Roshanravan, S. (2018). *Asian American Feminisms and Women of Color Politics*. University of Washington Press.

Asian American Feminisms and Women of Color Politics brings together groundbreaking essays that speak to the relationship between Asian American feminisms, feminist of color work, and transnational feminist scholarship. This collection, featuring work by both senior and rising scholars, considers topics including the politics of visibility, histories of Asian American participation in women of color political formations, accountability for Asian American "settler complicities" and cross-racial solidarities, and Asian American community-based strategies against state violence as shaped by and tied to women of color feminisms. *Asian American Feminisms and Women of Color Politics* provides a deep conceptual intervention into the theoretical underpinnings of Asian American studies; ethnic studies; women's, gender, and sexual studies; as well as cultural studies in general.

Harris-Perry, M. V. (2011). *Sister Citizen*. Yale University Press.

Jezebel's sexual lasciviousness, Mammy's devotion, and Sapphire's outspoken anger—these are among the most persistent stereotypes that black women encounter in contemporary American life. Hurtful and dishonest, such representations force African American women to navigate a virtual crooked room that shames them and shapes their experiences as citizens. Many respond by assuming a mantle of strength that may convince others, and even themselves, that they do not need help. But as a result, the unique political issues of black women are often ignored and marginalized. In this groundbreaking book, Melissa V. Harris-Perry uses multiple methods of inquiry, including literary analysis, political theory, focus groups, surveys, and experimental research, to understand more deeply black women's political and emotional responses to pervasive negative race and gender images. Not a traditional political science work concerned with office-seeking, voting, or ideology, *Sister Citizen* instead explores how African American women understand themselves as citizens and what they expect from political organizing. Harris-Perry shows that the shared struggle to preserve an authentic self and secure recognition as a citizen links together black women in America, from the anonymous survivors of Hurricane Katrina to the current First Lady of the United States.

Hazarika, A. (2017). *Walk the Talk: Women, Work, Equity, Effectiveness: Vol. First Edition*. Sage Publications Pvt. Ltd.

If we recognize that economic growth requires the efficient allocation of resources, then how can half of the world's population be prevented from making a full contribution? We acknowledge that women are different, yet

fail to realize their potential as equals. We accept that women need to be empowered, yet debate who should take the lead and who the stakeholders are. This book grows directly out of the personal challenges the author grappled with, the conversations she has had with women in a variety of settings, and the constructive debates with corporate representatives and policy planners on how the process of change should be initiated. It asserts that the responsibility of enhancing gender diversity at the workplace does not lie entirely with the companies, although much work needs to be done by them, but with several stakeholders—the government, NGOs, men, and women themselves—all of whom need to work together to bring about an equitable environment for women at the workplace. When these stakeholders operate in isolation they are less effective; they add greater value when networked. This book is a must-read for those who would like to walk the talk and suggests how together we can ensure equity with effectiveness. It provides ideas and agenda for action to create an ecosystem of empowerment.

[Johnson, J. M. \(2022\). *Queer & Trans Advocacy in the Community College*. Information Age Publishing.](#)

LGBTQ+ advocacy and support continues to be a priority in the U.S. higher education, and recent research shows this as a critical population who continues to be marginalized and mistreated on college and university campuses. Over the last few decades there has been significant research describing how LGBTQ students experience higher education and highlighting that these students are not graduating or succeeding at the same rates as the general population. However, few if any research studies or articles address LGBTQ advocacy on community college campuses. There are more than 1,000 community colleges in the U.S. Even with the extraordinary number of students that the community college system educates, approximately 15 institutions nationally have paid staff to provide LGBTQ services to students. That being said, community colleges are now putting a larger emphasis on understanding and supporting this community. For example, The California Community College (CCC) system's 116 colleges now require all campuses to create a plan on how to improve success rates of LGBTQ+ students. The CCC is the largest higher education system in the country serving over 2 million students. This comprehensive practitioner focused book will combine relevant research and guidance on practices to aid colleges in establishing services and programs to build effective LGBTQ+ services on their college campuses.

[Mock, J. \(2014\). *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More*: Vol. First Atria books hardcover edition. Atria Books.](#)

In her profound and courageous New York Times bestseller, Janet Mock establishes herself as a resounding and inspirational voice for the transgender community—and anyone fighting to define themselves on their own terms. With unflinching honesty and moving prose, Janet Mock relays her experiences of growing up young, multiracial, poor, and trans in America, offering readers accessible language while imparting vital insight about the unique challenges and vulnerabilities of a marginalized and misunderstood population. Though undoubtedly an account of one woman's quest for self at all costs, *Redefining Realness* is a powerful vision of possibility and self-realization, pushing us all toward greater acceptance of one another—and of ourselves—showing as never before how to be unapologetic and real.

[Stevenson, B. \(2013\). *The Contested Murder of Latasha Harlins: Justice, Gender, and the Origins of the LA Riots*. Oxford University Press.](#)

Helicopters patrolled low over the city, filming blocks of burning cars and buildings, mobs breaking into storefronts, and the vicious beating of truck driver Reginald Denny. For a week in April 1992, Los Angeles transformed into a cityscape of rage, purportedly due to the exoneration of four policemen who had beaten Rodney King. It should be no surprise that such intense anger erupted from something deeper than a single incident. In *The Contested Murder of Latasha Harlins*, Brenda Stevenson tells the dramatic story of an earlier trial, a turning point on the road to the 1992 riot. On March 16, 1991, fifteen-year-old Latasha Harlins, an African American who lived locally, entered the Empire Liquor Market at 9172 South Figueroa Street in South Central Los Angeles. Behind the counter was a Korean woman named Soon Ja Du. Latasha walked to the

refrigerator cases in the back, took a bottle of orange juice, put it in her backpack, and approached the cash register with two dollar bills in her hand-the price of the juice. Moments later she was face-down on the floor with a bullet hole in the back of her head, shot dead by Du. Joyce Karlin, a Jewish Superior Court judge appointed by Republican Governor Pete Wilson, presided over the resulting manslaughter trial. A jury convicted Du, but Karlin sentenced her only to probation, community service, and a \$500 fine. The author meticulously reconstructs these events and their aftermath, showing how they set the stage for the explosion in 1992. An accomplished historian at UCLA, Stevenson explores the lives of each of these three women-Harlins, Du, and Karlin-and their very different worlds in rich detail. Through the three women, she not only reveals the human reality and social repercussions of this triangular collision, she also provides a deep history of immigration, ethnicity, and gender in modern America. Massively researched, deftly written, *The Contested Murder of Latasha Harlins* will reshape our understanding of race, ethnicity, gender, and-above all-justice in modern America.

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6.4: Articles and Essays

[APA. \(n.d.\). APA LGBTQ Resources and Publications. APA.](#)

APA has made a significant contribution to the understanding of lesbian, gay, bisexual, transgender and intersex people since first dedicating staff time to these populations in 1987. Over the years, APA has produced many resources to educate the public, support the work of psychologists and inform public policy about LGBTQ people and their lives and health needs. This page provides many of those resources, organized by the primary audiences for which they are intended.

[APA. \(n.d.\). Sexual Orientation and Gender Diversity. APA.](#)

Advancing the creation, communication, and application of psychological knowledge on gender identity and sexual orientation to benefit society and improve lesbian, gay, bisexual, and transgender people's lives.

[The Chronicle of Higher Education. \(n.d.\) Diversity in Academe: The Gender Issue.](#)

Gender issues have fascinated and confounded people for ages. That certainly holds true in academe these days. In this special report devoted to gender, we look beyond the data. Not long ago, women were the focus of most gender discussions in academe. But now it's more complicated, with each sex drawing attention for different reasons. It's well known, for example, that female undergraduates outnumber their male counterparts. But why do they behave so differently, and what can colleges learn about their diverse ways in which men and women engage on campus? In this special report, learn how what attracts men to certain fields, read about the so-called school-to-prison pipeline, and other issues related to gender in academe.

[Cooper, T. \(2021, February 23\). Spotlighting the Intersection of Black and Transgender Identities. Human Rights Campaign.](#)

This post is the second of a two-part series focusing on Black History Month through the lens of Black trans women. Read Part One [here](#).

[Gamio Cuervo, A. B. \(2016, Summer\). Latinx: A Brief Handbook. Princeton LGBT Center.](#)

Princeton LGBT Center Online Resource -- adopted by LGBT+ and cultural organizations nationally.

[Jaekel, K. S. \(2017\). Engaging in Inclusion: Cultivating LGBTQ Students' Sense of Belonging through a Critical Place-Based Curriculum. The International Journal of Critical Pedagogy, 8\(1\), 129-148.](#)

While recent literature has highlighted the importance of inclusion of lesbian, gay, bisexual, and transgender, and queer (LGBTQ) topics in the composition courses (Alexander and Wallace, 2009; Furrow, 2012), few have outlined how to include these topics. The purpose of this article is to detail how the inclusion of LGBTQ students and topics was achieved in a freshman first-year writing course using a critical place-based curriculum. While most place-based curriculum do not take into account LGBTQ students' unique lived experiences on a college campus, this article details how conversations and assignments were altered to take into consideration issues of power and privilege on campus. Implications suggest the need for use critical pedagogical practices in the composition classroom.

[Rainey, et al. \(2018\). Race and gender differences in how sense of belonging influences decisions to major in STEM. International Journal of STEM Education, 5\(10\).](#)

Abstract Background: Women and students of color are widely underrepresented in most STEM fields. In order to investigate this underrepresentation, we interviewed 201 college seniors, primarily women and people of color, who either majored in STEM or started but dropped a STEM major. Here we discuss one section of the longer interview that focused on students' sense of belonging, which has been found to be related to retention. In our analysis, we examine the intersections of race and gender with students' sense of belonging, a topic largely absent from the current literature. **Results:** We found that white men were most likely to report a sense of belonging whereas women of color were the least likely. Further, we found that representation within one's STEM sub-discipline, namely biology versus the physical sciences, impacts sense of belonging for women. Four key factors were found to contribute to sense of belonging for all students interviewed: interpersonal relationships, perceived competence, personal interest, and science identity. **Conclusions:** Our findings indicate that students who remain in STEM majors report a greater sense of belonging than those who leave STEM. Additionally, we found that students from underrepresented groups are less likely to feel they belong. These findings highlight structural and cultural features of universities, as well as STEM curricula and pedagogy, that continue to privilege white males.

Rosser, S. V. (2012, November 2). [More Gender Diversity Will Mean Better Science](#). *Chronicle of Higher Education*, 59(10), B22–B23.

In this article the author argues that gender diversity in the STEM (Science, Technology, Engineering, and Mathematics) disciplines will produce higher quality research and design in STEM fields. She comments on the increasing number of women bachelor's and master's degree recipients in science, discusses the benefits of medical and biological research focused on women's issues, and shares her view on both gender and racial diversity in the scientific workforce.

Samalin, J. (2016, July 11). [Why Being a “Good Guy” Is Not Enough](#). *Yes! Magazine*.

Why Being a “Good Guy” Is Not Enough - Either you're actively working against sexual violence or you're enabling it.

Wamsley, L. (2021, June 2). [A Guide To Gender Identity Terms](#). *NPR*.

Issues of equality and acceptance of transgender and nonbinary people — along with challenges to their rights — have become a major topic in the headlines. These issues can involve words and ideas and identities that are new to some. That's why we've put together a glossary of terms relating to gender identity. Our goal is to help people communicate accurately and respectfully with one another.

Wheeler, M. A. & Sojo, V. (2017, March 7). [Unconscious bias is keeping women out of senior roles, but we can get around it](#). *The Conversation*.

Most people would not consciously decide to hire candidates based on whether they remind them of themselves. But one unconscious bias – affinity bias – may lead people to favour candidates who are like themselves, research shows. Affinity or similarity bias is where people seek out those who share their backgrounds, group membership, or experiences. If hiring managers and boards of directors are made up of mostly men who unconsciously engage in such bias, it stands to reason that more men than women will continue to be hired and promoted – particularly men who share the same background with current managers. This only serves to perpetuate the cycle of men outnumbering women in leadership positions. Gender targets, de-identifying CVs and structured interviews are but a few of the strategies that can help eliminate such bias in recruiting employees.

Williamson, S. (2019, March 7). [Backlash and gender fatigue. Why progress on gender equality has slowed](#). *The Conversation*.

We are in the midst of an outpouring of feminist activism kicked off by the pink pussy hat movement in the United States and propelled by #MeToo, which has spread to Australia where a range of luminaries have been named as harassers. And yet we are also in the midst of a backlash, a concern that gender equality has moved too fast, aided by “gender fatigue”. Twenty-seven years ago, Susan Faludi created a furore by documenting what she said was a backlash against women. She said it wasn’t new, as evidenced by penalties imposed on childless and unwed women in ancient Rome, and witch burnings of medieval Europe. Each was a response to perceptions that women were gaining ground. This time it is taking the form of a resurgence of the men’s rights movement, and also in the cries of #notallmen. It is evident in the trolling occurring on feminist websites, negative comments in the media and the rape, violence and death threats inflicted on feminist activists. That’s in social media and society. What about the workplace?

Yengin, D. (2019, March 7). Why women in economics have little to celebrate. *The Conversation*.

International Women’s Day is a good time ask two critical questions about economics: do we have enough women in it, and does it matter? Women are less likely to take it up than they used to be. Twenty five years ago around half of the students studying Year 12 economics were female. Today it is only around one third. In universities, only about 20% to 30% of undergraduate economics students are female. In the public sector, one third of the economists in senior management roles are women. In academia it is far worse: fewer than 10% of economics professors are women, compared of 20% of professors in science, technology and maths.

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6.5: Audiovisual Resources

A10 Films & Harvard Law Documentary Studio. (2011). *Transgression* [Film]. Youtube.

A short documentary following the story of Norma Ureiro, a transgender immigrant who faced enormous struggles in her life, especially when trying to flee Mexico for the United States. Featuring Norma and two lawyers at Immigration Equality (<http://www.immigrationequality.org/>), a pro bono group that protects LGBTQ immigrants in court.

Acho, E. (2020). *Pro-Life vs Pro-Choice: Overturning Roe v. Wade - Uncomfortable Conversations with a Black Man Ep. 12* [TV Series Episode]. uncomfortableconvos.com.

After the historical overturning of *Roe v. Wade*, in episode 12, Emmanuel sits down to have his most nuanced, complicated, and uncomfortable conversation, yet. He's joined by Pastor Chelsea Smith of Churchome, 4x Olympic gold medalist Sanya Richards-Ross, TV analyst MJ Acosta-Ruiz and Dr. Yeni Abraham of Triggered PT in Arlington, TX. The women share their own personal stories of abortion, their complex views on pro-choice v pro-life, the role they want men to play & how the Supreme Court's decision will affect women in this country.

American Documentary, Inc. & the WORLD Channel. (2012-). *America ReFramed* [TV Series]. The WORLD Channel.

America ReFramed brings to life compelling stories, personal voices and experiences that illuminate the contours of our ever-changing country. Since 2012, the series has premiered 170 films - more than half helmed by female makers and a third credited to BIPOC makers - centering stories of the LGBTQ community, people with disabilities, the formerly incarcerated, veterans, immigrants and more.

Baldoni, J., Plank, L., & Heath, J. (2021, October 25). *Joy DeGruy: Access to Respect* [Audio podcast episode]. In *The Man Enough Podcast*. Man Enough, LLC.

Spiritual and scholarly, renowned researcher, author, and educator, Dr. Joy DeGruy brings her passion for racial and social justice, along with the facts from her research, to a conversation rooted in healing. Dr. DeGruy invites us to get curious about what's going on inside our minds, while also challenging us to look at the systems that have caused incredible injury for generations. With warmth and wisdom, Dr. DeGruy gives us permission to connect with ourselves, and one another, as she helps us move beyond masculinity and femininity to remembering and respecting our shared humanity.

Baldoni, J., Plank, L., & Heath, J. (2022, February 14). *Man Enough to Care* [Audio podcast episode]. In *The Man Enough Podcast*. Man Enough, LLC.

Did you know that about 40% of family caregivers are men? In this special episode Justin Baldoni joins Caring Across Generations' co-director Ai-jen Poo, former NFL star Devon Still, actor Nathan Kress, author & comedian Zach Anner and long-term care expert Robert Espinoza for a vulnerable, empathetic and uplifting exploration of caregiving. By opening up about their experiences giving and receiving care, they invite us to be a part of building a culture of care: where caregiving is considered a strength, and the work of care is valued, compensated, and supported.

Baldoni, J., Plank, L., & Heath, J. (2022, January 24). *Tony Porter: Disrupting the Power Imbalance* [Audio podcast episode]. In *The Man Enough Podcast*. Man Enough, LLC.

Pioneering healthy manhood for decades through his organization A Call to Men, Tony Porter—author of *Breaking Out of the Man Box*, advisor to the NFL, and training facilitator to major sports leagues including the NBA—brings his expertise and humility to a powerful conversation about the actions men can take action to

become their authentic selves. With transparency and heart, Tony invites us to disrupt power imbalances, focus on the experiences of Black women, and embrace the humanity of everyone, ourselves included.

Baldoni, J., Plank, L., & Heath, J. (2022, June 20). Jackson Katz: Is Gun Violence A Men's Issue? [Audio podcast episode]. In *The Man Enough Podcast*. Man Enough, LLC.

We felt that we needed to have a conversation on the effects of masculinity on gun violence and mass shootings in the United States. Media coverage and national dialogue rarely connects these tragedies to issues of manhood and misogyny. There's no one that has been writing and speaking about this longer and more consistently than Jackson Katz, PhD—bestselling author, internationally renowned educator, and a major figure in the movement for gender equality. In this special episode, he brings his expertise to a timely conversation with passion and urgency, imploring men to reexamine what it means to be a protector and have the moral courage to fight for policies that truly serve our society.

Bennett, D. (2022, January 5). Gender-Neutral Language [Audio podcast episode]. In *Academic Minute*. The Academic Minute.

How do languages of the past stack up to today's new social norms? Deborah Bennett, professor of liberal arts at the Berklee College of Music, explores limits of teaching languages with only male or female pronouns.

Bennett, K. (2019, June 17). Out & Proud – Celebrating Pride Month (S01, E05) [Audio podcast episode]. In *Pod for the Cause*. The Leadership Conference on Civil and Human Rights.

Podcast: Out & Proud – Celebrating Pride Month

Bennett, K. (2021, March 23). SHE-cession (S04, E05) [Audio podcast episode]. In *Pod for the Cause*. The Leadership Conference on Civil and Human Rights.

In this Women's History Month-themed episode, we are talking about how the pandemic has highlighted the issues women face today, including the gender and race pay gap, reproductive justice, harassment, and the professional and economic impacts of COVID-19, all through an intersectional lens.

Bennett, K. (2022, March 16). Trans Rights are Civil Rights (S05, E06) [Audio podcast episode]. In *Pod for the Cause*. The Leadership Conference on Civil and Human Rights.

Podcast: Trans Rights are Civil Rights

Biewen, J. (2018). Men (S03) [Audio podcast season]. In *Scene on Radio*. Center for Documentary Studies (CDS) at Duke University.

What's up with this male-dominated world? How did we get sexism, patriarchy, misogyny in the first place? How can we get better at seeing it, and what can we do about it? Co-hosts John Biewen and Celeste Headlee explore those questions and more.

Bradford, J. H. (2020, August 19). Session 169: Affirming Your Queer Identity [Audio podcast]. In *The Therapy for Black Girls Podcast*. therapyforblackgirls.com.

The Therapy for Black Girls Podcast is a weekly conversation with Dr. Joy Harden Bradford, a Licensed Psychologist in Atlanta, Georgia, about all things mental health, personal development, and all the small decisions we can make to become the best possible version of ourselves. We know that our experiences of sexuality are as varied as we are and wanted to spend some time today digging into what it means to affirm your identity as a Queer person. For this conversation I was joined by Mychelle Williams, LPC. Mychelle and I

chatted about what it might look like to explore your sexuality, some of the challenges Queer Black women experience in relationships, and how to find or cultivate spaces that are affirming of your identity. One theme that was consistent in our conversation was the impact that media can have on developing a healthy sense of self and of relationships as a queer person, so we also wanted to hear from an artist who is intentional about creating affirmative images of the Queer community. TV/Film Writer & Director, Felicia Pride also joined me to discuss her new short film, Tender.

Bradford, J. H. (2021, April 14). Session 203: Exploring Gender [Audio podcast]. In *The Therapy for Black Girls Podcast*. therapyforblackgirls.com.

Today I'm joined by Dr. g for an important conversation to help us dig a little deeper into gender and gender expression. Dr. g and I chatted about the differences between sex and gender identity, destigmatizing gender expression in the Black community, some of the common misconceptions about non-binary people, and strategies for supporting kids in their gender expression.

Burnside, D. (2020). *Prideland* [TV Series]. PBS.

Follow queer actor Dyllón Burnside on a journey to discover how LGBTQ Americans are finding ways to live authentically and with pride in the modern South.

Cort, J. (2020). How Gender Expression and Roles Have Changed in the Last 72 years [Audio podcast]. In *Third Space with Jen Cort*. [Speakr.com](https://speakr.com).

Gender roles and gender expression are changing Halia Pratt, (elementary student), Lilly Stewart, (high school student), Tenzin Crowley (college student), Alex DeSautels (woman in her 30's), Carol Taft (woman in her 70's), join Jen Cort (50's) discuss how gender identity and gender expression have changed from one generation to the next.

Cort, J. (2021). Supporting LGBTQ Youth in times of COVID-19 with John Gentile and Becca Mui. [Audio podcast]. In *Third Space with Jen Cort*. speakr.com.

About our guests: John Gentile currently serves as the Co-Director of the Office for Identity, Culture and Institutional Equity at the Horace Mann School. July 1, he will be joining the Calhoun School community as the Director of Diversity, Equity, and Inclusion. He is a principal consultant with the Glasgow Group, a faculty member of the Student Diversity Leadership Conference, and a committee member of the NYSAIS Diversity Committee. He is co-founder of (Re)Defining Power, a conference for white males in 6-12th grades exploring their role in equity work. He is a graduate of the School Leadership Masters Program at UPenn. john.gentile.22@gmail.com Glasgow Group <https://www.theglasgowgroup.org/> Becca Mui is a queer, cis femme, biracial, social justice advocate. She is currently the Education Manager at GLSEN, a non-profit organization focused on LGBTQ support in K-12 schools. In her role, Becca creates resources, oversees GLSEN's professional development program, and supports educators and administrators in creating LGBTQ-integrated schools. Becca received her Master's in Education from Bank Street College with a specialization and certification in Literacy. She received a B.A. in English from the College of New Rochelle and a certification for NY State in Elementary Education. She worked for ten years as an elementary teacher, Equity and Inclusion Director, and LGBTQ coordinator.

Cort, J. (2022). Queer and Trans Affirming Mental and Sexual Health Advocacy [Audio podcast]. In *Third Space with Jen Cort*. [Speakr.com](https://speakr.com).

LGBTQ+ advocates and facilitators Bex Mui and Emily Schorr Lesnick talk with Jen about supports for LGBTQ+ youth, from mental health to sex ed to spirituality, and how they are connected. They'll share insights from their youth workshop, which shares a variety of perspectives on gender, sexual orientation, and relationship

structures and supports students in both reflecting on their own identities, and in advocating for the LGBTQ+ affirming sexual health curriculum they need and deserve.

[Delvac, G. \(2019, June 28\). Pronoun Power \[Audio podcast episode\]. In Call Your Girlfriend. Call Your Girlfriend, LLC.](#)

6/28/19 - How a functional piece of grammar says so much about the fight for gender equality and better representation for non binary and trans people. We learn about pronoun best practices and how progressive linguists are fighting for better words and more creative expression. If you've been wondering... is "they" a good stand-in when you don't know someone's gender or pronouns? How do I ask for people's pronouns? If someone uses she/her does that mean she identifies as a woman? But isn't "they" a grammatically incorrect singular? We get into all these questions and more.

[Dueñas, V. \(n.d.\). Bibi \[Film\]. Learning for Justice.](#)

Learning for Justice's streaming classroom film, Bibi, tells the story of a Latinx father and son who can talk about anything—but only in writing, in the letters they pass back and forth when conversation seems too much. And after Ben, affectionately called "Bibi" by his father, hands his father a letter that reads "I'm gay," the two don't talk at all. Based on the experiences of the filmmakers behind the project, the 18-minute film explores intersectionality in a powerful way, illustrating the beauty and conflict that can arise as we move between languages, places and societal expectations.

[Dupre, J. & McKenna, C. \(1998\). Out of the Past: The Struggle for Gay and Lesbian Rights in America \[Website\]. PBS.](#)

From the beginning of American history, homosexuality and love between people of the same sex have been part of the social and political landscape. The documentary Out of the Past recovers facets of our history that have been left out of the textbooks and follows one young woman making history today. This site continues the exploration begun by the film, providing glimpses of nearly 400 years of lesbian and gay history, and encouraging you to share relevant stories and news from your own life and community.

[GLSEN. \(2023\). Supporting Trans and GNC Students \[Website\]. GLSEN.](#)

A "wealth of resources that center trans and gender non-conforming students and educators. These resources share personal experiences and can help students and educators learn about gender diversity, pronoun visibility, trans students' rights, and inclusive curriculum and GSA practices."

[Gonzalez, J. \(2017, November 5\). Making School a Safe Place for LGBTQ Students \[Audio podcast episode\]. In The Cult of Pedagogy Podcast. Cult of Pedagogy.](#)

Depending on where you live, you might think we've reached a point where society has truly embraced people of all gender and sexual identities, making the topic of LGBTQ rights kind of a non-issue. The truth is, for many LGBTQ students, discrimination and harassment are still a daily reality, and school is one of the main places where they experience these things.

[Goodwin, M. \(2020-\). On the Issues with Michele Goodwin \[Audio podcast\]. Ms. Magazine.](#)

On The Issues With Michele Goodwin at Ms. magazine is a show where we report, rebel, and tell it like it is. On this show, we center your concerns about rebuilding our nation and advancing the promise of equality. Join Michele Goodwin as she and guests tackle the most compelling issues of our times.

[National Education Association Center for Social Justice. \(n.d.\). A Social and Racial Justice Checklist for Safe, Healthy and Just Learning. NEA edjustice.](#)

As we expand digital learning models, due to COVID-19, it's important to remember that students with disabilities, those without access to the internet, and LGBTQ, Black, brown and Indigenous populations are at higher risk of experiencing school closures more intensely. Regardless of the education delivery system during the pandemic, all students must be provided the care and attention and learning opportunities they are guaranteed and deserve. Ask yourself the following questions when planning or assessing digital instruction through a racial justice lens...

[Newsom, J. \(2015\). The Mask You Live In \[Video\]. The Representation Project. Kanopy.](#)

THE MASK YOU LIVE IN follows boys and young men as they struggle to stay true to themselves while negotiating America's narrow definition of masculinity. Pressured by the media, their peer group, and even the adults in their lives, our protagonists confront messages encouraging them to disconnect from their emotions, devalue authentic friendships, objectify and degrade women, and resolve conflicts through violence. These gender stereotypes interconnect with race, class, and circumstance, creating a maze of identity issues boys and young men must navigate to become "real" men. Experts in neuroscience, psychology, sociology, sports, education, and media also weigh in, offering empirical evidence of the "boy crisis" and tactics to combat it. The Mask You Live In ultimately illustrates how we, as a society, can raise a healthier generation of boys and young men.

[Pronouns.org. \(2022, June 3\). Pronouns Matter \[Website\]. Pronouns.org Resources on Personal Pronouns.](#)

What Are Personal Pronouns And Why Do They Matter? How Do I Use Personal Pronouns? What If Someone Makes A Mistake And Mispronouns Someone Else? How Do I Share My Personal Pronouns? How Do I Ask Someone Their Personal Pronouns? How Do I Use Gender Inclusive Language? What Additional Resources And Links Can Help Me?

[Smith, C. \(2019-2020\). The Cite Black Women Podcast \[Audio podcast series\]. Cite Black Women.](#)

This bi-weekly podcast features reflections and conversations about the politics and praxis of acknowledging and centering Black women's ideas and intellectual contributions inside and outside of the academy through citation. Episodes feature conversations with Black women inside and outside of the academy who are actively engaged in radical citation as praxis, quotes and reflections on Black women's writing, and conversations on weathering the storm of citational politics in the academy, decolonizing syllabi and more. For more information about our project follow us on Twitter, Facebook and Instagram @citeblackwomen and access our website at citeblackwomencollective.org

[Stylz, D., Mix, M., & LJ aka Jonathan. \(2017-\). Marsha's Plate: Black Trans Podcast \[Audio podcast\]. Diamondstylz.com.](#)

A Black trans Podcast. #MarshasPlate is a lively podcast where three friends come together every Thursday to share opinions and perspectives that centers the black perspective. Hosted By Diamond Stylz, Mia Mix, and LJ aka Jonathan. All Houston-based digital strategists, black feminists, civil right advocates, and black trans people. We explore topics of gender, current events, politics, and scumbags all around the world upholding systems of oppression from a black trans feminist lens. With our funny no-holds-barred style we introduce you to new perspectives, stories that connect you to transness, and trans community leaders around the country.

[TED. Gender: A collection of TED Talks \(and more\) on the topic of Gender.](#)

A collection of TED Talks (and more) on the topic of Gender.

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6.6: OER

Morgan, K., Rodriguez, M. (2020). The American LGBTQ Rights Movement: An Introduction. Humboldt State University Press.

The American LGBTQ Rights Movement: An Introduction is a peer-reviewed chronological survey of the LGBTQ fight for equal rights from the turn of the 20th century to the early 21st century. Illustrated with historical photographs, the book beautifully reveals the heroic people and key events that shaped the American LGBTQ rights movement. The book includes personal narratives to capture the lived experience from each era, as well as details of essential organizations, texts, and court cases that defined LGBTQ activism and advocacy.

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6.7: Guides and Tools

[APA. \(n.d.\). APA LGBTQ Resources and Publications. APA.](#)

APA has made a significant contribution to the understanding of lesbian, gay, bisexual, transgender and intersex people since first dedicating staff time to these populations in 1987. Over the years, APA has produced many resources to educate the public, support the work of psychologists and inform public policy about LGBTQ people and their lives and health needs. This page provides many of those resources, organized by the primary audiences for which they are intended.

[APA. \(n.d.\). Key Terms and Concepts in Understanding Gender Diversity and Sexual Orientation Among Students. APA.](#)

This resource is part of a series of informational guides from Division 16 (School Psychology) and Division 44 (Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues) of the American Psychological Association. This series, “Promoting Resiliency for Gender Diverse and Sexual Minority Students in Schools,” sets out best practices for educators, school counselors, administrators and personnel, based on the latest research on the needs of lesbian, gay, bisexual, transgender, queer, gender diverse, questioning and intersex students. The series includes topics such as gender diversity among students, helping to support families with LGBT children and youth, risk factors and resiliency factors within schools around health and wellbeing of LGBT youth, and basic facts about gender diversity and sexual orientation among children and youth.

[Butler, A. \(2020, October\). Creating Safer Spaces for LGBTQ Youth: A Toolkit for Education, Healthcare, and Community-Based Organizations. Advocates for Youth.](#)

This Toolkit has been developed to assist individuals, community-based organizations, providers, healthcare staff, educators, and others that see the value of incorporating key safer space components into their organizations so that young people survive and thrive. Recommendations serve as a guide and should be tailored to each individual young person and organizational setting.

[Collins, C. and Ehrenhalt, J. \(n.d.\). Best Practices for Serving LGBTQ Students. Southern Poverty Law Center.](#)

With this guide, we hope to help school leaders ensure that all students feel safe, seen and capable of success; to ensure that the curriculum is as complete and representative as possible; to ensure that the school climate fosters open and respectful dialogue among all students and staff; and to prepare youth to engage and thrive within our diverse democracy.

[GLAAD. \(n.d.\). Tips for Allies of Transgender People. GLAAD.](#)

Tips that can be used as you move toward becoming a better ally to transgender people. Of course, this list is not exhaustive and cannot include all the "right" things to do or say because often there is no one "right" answer to every situation you might encounter. When you become an ally of transgender people, your actions will help change the culture, making society a better, safer place for transgender people and for all people (trans or not) who do not conform to conventional gender expectations.

[GLAAD. \(n.d.\). Transgender FAQ. GLAAD.](#)

Transgender FAQ

[GLSEN. \(n.d.\). Developing LGBTQ-Inclusive Classroom Resources \[PDF\]. GLSEN.](#)

One way that educators can promote safer school environments is by developing lessons that avoid bias and that include positive representations of lesbian, gay, bisexual, transgender and queer (LGBTQ) people, history, and events. For LGBTQ students, attending a school with an inclusive curriculum is related to less-hostile school experiences and increased feelings of connectedness to the school community. Inclusive curriculum benefits all students by promoting diversity and teaching them about the myriad of identities in their communities.

[GLSEN. \(n.d.\). Pronoun Form for Educators \[PDF\]. GLSEN.](#)

As you enter the new school year, you'll probably be spending some time getting to know your students and learning their names. It's important to ensure you're calling all students by the name and pronouns they're most comfortable with, even if they don't align with the name and gender marker on the school roster. ... At the beginning of the semester, you may want to send out a form to make it easy to collect students' names and pronouns and to address any safety issues or other concerns they may have. You can use the form below, create your own paper form, or create a digital form using a site like Google Forms. Once you have collected students' information, you may want to meet one-on-one with certain students if they have specific concerns or safety considerations. Additionally, once you know the names students would like to be called in your classroom, update the roster for substitute teachers with the correct name for each individual.

[Human Rights Campaign. \(n.d.\) Resources: Tools for Equality and Inclusion. Human Rights Campaign.](#)

Our goal at the Human Rights Campaign is to ensure that every LGBTQ+ person is free to live their life openly, with their equal rights ensured. We know that goal requires that we keep educating, supporting and inspiring ourselves and each other. In the spirit of that continual growth, we've compiled information and advice on a range of topics, including resources from the HRC Foundation.

[Human Rights Campaign Foundation. \(n.d.\). Free Online Learning Module: Promoting Emotional Well-Being for LGBTQ Youth. thehrcfoundation.org.](#)

HRC Foundation's Youth Well-Being Program is excited to offer this FREE online learning module for social workers, counselors, educators and other youth-serving professionals. This self-paced course takes approximately one-hour to complete and participants can earn one free CE through the National Association of Social Workers (NASW). Promoting Emotional Well-Being for LGBTQ Youth provides an opportunity for youth-serving professionals to learn how to best promote safety, health, and well-being for LGBTQ youth at home, at school, and in systems of care.

[National Center for Transgender Equality. \(2023, January 27\). Supporting the Transgender People in Your Life: A Guide to Being a Good Ally. transequality.org/](#)

Learning to be an ally to the transgender people in your life, or to transgender people overall, is an ongoing process. Some ways to be a good ally are simple and easy, while others require more time, energy, and commitment. Whether you're looking for information on supporting a transgender person in your life or helping to change the world to be better for transgender people overall, this guide can help.

[National Education Association Center for Education Justice. \(n.d.\). Bostock and Student Rights. NEA edjustice.](#)

On June 15, 2020, the Supreme Court announced that federal law prohibits discrimination against LGBTQ employees. Based on identical language protecting student rights, courts and the Department of Education agree that federal law prohibits schools that receive federal funding from discriminating against students on the basis of their sexual orientation or gender identity. (Here) is a quick reference guide developed by NEA's Center for Social Justice and General Counsel to help inform LGBTQ students about their rights.

[Peppermint. \(2022, February 17\). Your Guide to Talking About Attacks on Trans Youth. ACLU.](#)

Watch ACLU's Ambassador for Trans Justice, Miss Peppermint, and LGBTQ & HIV Project Staff Attorney Taylor Brown tell us the truth about trans youth and then check out these resources, so you know how to respond the next time you hear a lie about trans youth.

[Porter, T. \(n.d.\). Five Questions for Men Who Want to Be Better Allies. A Call to Men.](#)

Five Questions for Men Who Want To Be Better Allies for women and marginalized voices.

[Teaching Tolerance. \(n.d.\). LGBTQ Best Practices: Classroom Culture and Curriculum \[On-demand webinar\]. Teaching Tolerance.](#)

Want to better support LGBTQ students in your classroom? Based on our brand-new Best Practices for Serving LGBTQ Students, this webinar models how to create an inclusive classroom culture and build an intersectional curriculum that incorporates queer history and perspectives. Join us for our Facebook Live webinar teaser on Thursday, October 11th at 11:00am. You get a sneak preview of what to expect for the webinar.

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CHAPTER OVERVIEW

7: Social Class, Socioeconomics, and Social Justice

[7.1: Terminology](#)

[7.2: Books at CCC- Print](#)

[7.3: Books at CCC- eBooks](#)

[7.4: Articles and Essays](#)

[7.5: Audiovisual Resources](#)

[7.6: OER](#)

[7.7: Guides and Tools](#)

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7.1: Terminology

[American Psychological Association. \(2023\). Social Class. apa.org.](#)

Social class encompasses both socioeconomic status (SES) and subjective social status (SSS). Although social class may often be included in psychological studies, it is often treated as a control variable as opposed to a main variable, or a moderator or mediator of a relationship.

[American Psychological Association. \(2023\). Socioeconomic Status. In APA Dictionary of Psychology. dictionary.apa.org.](#)

The position of an individual or group on the socioeconomic scale, which is determined by a combination of social and economic factors such as income, amount and kind of education, type and prestige of occupation, place of residence, and—in some societies or parts of society—ethnic origin or religious background.

[Emory University School of Medicine. \(2021\). Social Justice. In Glossary of Terms. med.emory.edu.](#)

The objective of creating a fair and equal society in which each individual matters, their rights are recognized and protected, and decisions are made in ways that are fair and honest.

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7.2: Books at CCC- Print

Davis, A. Y. (2016). *Freedom is a constant struggle : Ferguson, Palestine, and the foundations of a movement*. Haymarket Books.

In these newly collected essays, interviews, and speeches, world-renowned activist and scholar Angela Y. Davis illuminates the connections between struggles against state violence and oppression throughout history and around the world. Reflecting on the importance of black feminism, intersectionality, and prison abolitionism for today's struggles, Davis discusses the legacies of previous liberation struggles, from the Black Freedom Movement to the South African anti-Apartheid movement. She highlights connections and analyzes today's struggles against state terror, from Ferguson to Palestine. Facing a world of outrageous injustice, Davis challenges us to imagine and build the movement for human liberation. And in doing so, she reminds us that "Freedom is a constant struggle."

Fanon, F. (2004). *The wretched of the earth*. Grove Press.

Foreword: Framing Fanon / by Homi K. Bhabha -- Preface / by Jean-Paul Sartre -- On violence ; On violence in the international context -- Grandeur and weakness of spontaneity -- The trials and tribulations of national consciousness -- On national culture ; Mutual foundations for national culture and liberation struggles -- Colonial war and mental disorders ; Series A ; Series B ; Series C ; Series D ; From the North African's criminal ; Impulsiveness to the war of national liberation -- Conclusion -- On retranslating Fanon, retrieving a lost voice.

Gross, C. J. (2022). *What's your zip code story? : understanding and overcoming class bias in the workplace*. Rowman & Littlefield.

"Shedding light on class division, this book reveals implications and solutions to class bias in the workplace by analyzing real experiences, social norms, education, wealth, and more"-- Provided by publisher.

Hill, M. L. (2016). *Nobody : casualties of America's war on the vulnerable, from Ferguson to Flint and beyond*. Atria Books.

"Unarmed citizens shot by police. Drinking water turned to poison. Mass incarcerations. We've heard the individual stories. Now a leading public intellectual and acclaimed journalist offers a powerful, paradigm-shifting analysis of America's current state of emergency, finding in these events a larger and more troubling truth about race, class, and what it means to be "Nobody." Protests in Ferguson, Missouri and across the United States following the death of Michael Brown revealed something far deeper than a passionate display of age-old racial frustrations. They unveiled a public chasm that has been growing for years, as America has consistently and intentionally denied significant segments of its population access to full freedom and prosperity. In *Nobody*, scholar and journalist Marc Lamont Hill presents a powerful and thought-provoking analysis of race and class by examining a growing crisis in America: the existence of a group of citizens who are made vulnerable, exploitable and disposable through the machinery of unregulated capitalism, public policy, and social practice. These are the people considered "Nobody" in contemporary America. Through on-the-ground reporting and careful research, Hill shows how this Nobody class has emerged over time and how forces in America have worked to preserve and exploit it in ways that are both humiliating and harmful. To make his case, Hill carefully reconsiders the details of tragic events like the deaths of Michael Brown, Sandra Bland, and Freddie Gray, and the water crisis in Flint, Michigan. He delves deeply into a host of alarming trends including mass incarceration, overly aggressive policing, broken court systems, shrinking job markets, and the privatization of public resources, showing time and time again the ways the current system is designed to worsen the plight of the vulnerable. Timely and eloquent, *Nobody* is a keen observation of the challenges and contradictions of American democracy, a must-read for anyone wanting to better understand the race and class issues that continue to leave their mark on our country today."

[hooks, b. \(1994\). Teaching to transgress : education as the practice of freedom. Routledge.](#)

In *Teaching to Transgress*, bell hooks--writer, teacher, and insurgent black intellectual--writes about a new kind of education, education as the practice of freedom. Teaching students to "transgress" against racial, sexual, and class boundaries in order to achieve the gift of freedom is, for hooks, the teacher's most important goal. bell hooks speaks to the heart of education today: how can we rethink teaching practices in the age of multiculturalism? What do we do about teachers who do not want to teach, and students who do not want to learn? How should we deal with racism and sexism in the classroom? Full of passion and politics, *Teaching to Transgress* combines a practical knowledge of the classroom with a deeply felt connection to the world of emotions and feelings. This is the rare book about teachers and students that dares to raise questions about eros and rage, grief and reconciliation, and the future of teaching itself.

[hooks, b. \(2003\). Teaching community : a pedagogy of hope. Routledge.](#)

Teaching and living in hope -- The will to learn -- Time out: classrooms without boundaries -- Talking race and racism -- Democratic education -- What happens when white people change -- Standards -- How can we serve -- Moving beyond shame -- Keepers of hope: teaching in communities -- Progressive learning: a family value -- Heart to heart: teaching with love -- Passionate pedagogy -- Spirituality in education -- This is our life: teaching towards death -- Spiritual matters in the classroom -- Practical wisdom.

[Sensoy, Ö. & DiAngelo, R. \(2017\). Is everyone really equal? : an introduction to key concepts in social justice education. Teachers College Press.](#)

Based on the authors' extensive experience in a range of settings in the United States and Canada, the book addresses the most common stumbling blocks to understanding social justice. This comprehensive resource includes new features such as a chapter on intersectionality and classism; discussion of contemporary activism (Black Lives Matter, Occupy, and Idle No More); material on White Settler societies and colonialism; pedagogical supports related to "common social patterns" and "vocabulary to practice using"; and extensive updates throughout. Accessible to students from high school through graduate school, *Is Everyone Really Equal?* is a detailed and engaging textbook and professional development resource presenting the key concepts in social justice education. The text includes many user-friendly features, examples, and vignettes to not just define but illustrate the concepts.

[Vilson, L. J. \(2014\). This is not a test : a new narrative on race, class, and education. Haymarket Books.](#)

"José Vilson writes about race, class, and education through stories from the classroom and researched essays. His rise from rookie math teacher to prominent teacher leader takes a twist when he takes on education reform through his now-blocked eponymous blog, *TheJoseVilson.com*. He calls for the reclaiming of the education profession while seeking social justice."

[Zinn, H. \(2015\). A people's history of the United States. HarperPerennial.](#)

"With a new introduction by Anthony Arnove, this edition of the classic national bestseller chronicles American history from the bottom up, throwing out the official narrative taught in schools--with its emphasis on great men in high places-- to focus on the street, the home, and the workplace. Known for its lively, clear prose as well as its scholarly research, *A People's History of the United States* is the only volume to tell America's story from the point of view of--and in the words of--America's women, factory workers, African-Americans, Native Americans, the working poor, and immigrant laborers. As historian Howard Zinn shows, many of our country's greatest battles--the fights for a fair wage, an eight-hour workday, child-labor laws, health and safety standards, universal suffrage, women's rights, racial equality--were carried out at the grassroots level, against bloody resistance. Covering Christopher Columbus's arrival through President Clinton's first term, *A People's History of*

the United States, which was nominated for the American Book Award in 1981, features insightful analysis of the most important events in our history.

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7.3: Books at CCC- eBooks

Hinton, E. (2016). *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America*. Harvard University Press.

In the United States today, one in every thirty-one adults is under some form of penal control, including one in eleven African American men. How did the “land of the free” become the home of the world's largest prison system? Challenging the belief that America's prison problem originated with the Reagan administration's War on Drugs, Elizabeth Hinton traces the rise of mass incarceration to an ironic source: the social welfare programs of Lyndon Johnson's Great Society at the height of the civil rights era.\

Jack, A. A. (2019). *The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students*. Harvard University Press.

An NPR Favorite Book of the Year“Breaks new ground on social and educational questions of great import.”—Washington Post“An essential work, humane and candid, that challenges and expands our understanding of the lives of contemporary college students.”—Paul Tough, author of *Helping Children Succeed*“Eye-opening... Brings home the pain and reality of on-campus poverty and puts the blame squarely on elite institutions.”—Washington Post“Jack's investigation redirects attention from the matter of access to the matter of inclusion... His book challenges universities to support the diversity they indulge in advertising.”—New YorkerThe Ivy League looks different than it used to. College presidents and deans of admission have opened their doors—and their coffers—to support a more diverse student body. But is it enough just to admit these students? In this bracing exposé, Anthony Jack shows that many students' struggles continue long after they've settled in their dorms. Admission, they quickly learn, is not the same as acceptance. This powerfully argued book documents how university policies and campus culture can exacerbate preexisting inequalities and reveals why some students are harder hit than others.

Kim, A. S. & del Prado, A. (2019). *It's Time to Talk (and Listen): How to Have Constructive Conversations About Race, Class, Sexuality, Ability & Gender in a Polarized World*. New Harbinger Publications.

Conversations about controversial topics can be difficult, painful, and emotionally charged. This user-friendly guide will help you engage in effective, compassionate discussions with family, friends, colleagues, and even strangers about race, immigration, gender, marriage equality, sexism, marginalization, and more. We talk every day—and we often do it without thinking. But, as you well know, there are some things that are harder to talk about—especially issues pertaining to politics, culture, lifestyle, and diversity. If you've ever struggled in a conversation about a “controversial” topic with a loved one, work colleague, or even a stranger, you know exactly how uncomfortable and heated the discussion can become. And even if you are one of the lucky few that expresses themselves eloquently, how do you move beyond mere “lip service” and turn words into actionable change?This groundbreaking book will show you how to get to that important next level in difficult conversations, to talk in an authentic and straightforward way about culture and diversity, and to speak from the heart with tools from the head. Using a simple eight-step approach, you'll learn communication strategies that are supported by research and have been practiced in classrooms, work meetings, therapy sessions, and more.We constantly hear about friends and colleagues whose family members are not speaking to each other because of different political opinions, who've exchanged words that have mutually offended one another. If silence is one end of the continuum and verbal conflict anchors the other, how do we reach a middle ground? How do we take part in the “in between” spaces where both parties can speak and listen?With this book as your guide, you'll learn to navigate these difficult conversations, and take what you've learned beyond the conversation and out into the world—whether it's through politics, social justice movements, or simply expanding the minds of those around you.

Loewen, J. W. (2018). *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. The New Press.

'Every teacher, every student of history, every citizen should read this book. It is both a refreshing antidote to what has passed for history in our educational system and a one-volume education in itself.'—Howard Zinn A new edition of the national bestseller and American Book Award winner, with a new preface by the author Since its first publication in 1995, *Lies My Teacher Told Me* has become one of the most important—and successful—history books of our time. Having sold nearly two million copies, the book also won an American Book Award and the Oliver Cromwell Cox Award for Distinguished Anti-Racist Scholarship and was heralded on the front page of the New York Times. For this new edition, Loewen has added a new preface that shows how inadequate history courses in high school help produce adult Americans who think Donald Trump can solve their problems, and calls out academic historians for abandoning the concept of truth in a misguided effort to be 'objective.' What started out as a survey of the twelve leading American history textbooks has ended up being what the San Francisco Chronicle calls 'an extremely convincing plea for truth in education.' In *Lies My Teacher Told Me*, James W. Loewen brings history alive in all its complexity and ambiguity. Beginning with pre-Columbian history and ranging over characters and events as diverse as Reconstruction, Helen Keller, the first Thanksgiving, the My Lai massacre, 9/11, and the Iraq War, Loewen offers an eye-opening critique of existing textbooks, and a wonderful retelling of American history as it should—and could—be taught to American students.

[Sanchez, B. & Weiston-Serdan, T. \(2017\). *Critical Mentoring: A Practical Guide*. Routledge.](#)

This book introduces the concept of critical mentoring, presenting its theoretical and empirical foundations, and providing telling examples of what it looks like in practice, and what it can achieve. At this juncture when the demographics of our schools and colleges are rapidly changing, critical mentoring provides mentors with a new and essential transformational practice that challenges deficit-based notions of protégés, questions their forced adaptation to dominant ideology, counters the marginalization and minoritization of young people of color, and endows them with voice, power and choice to achieve in society while validating their culture and values. Critical mentoring places youth at the center of the process, challenging norms of adult and institutional authority and notions of saviorism to create collaborative partnerships with youth and communities that recognize there are multiple sources of expertise and knowledge. Torie Weiston-Serdan outlines the underlying foundations of critical race theory, cultural competence and intersectionality, describes how collaborative mentoring works in practice in terms of dispositions and structures, and addresses the implications of rethinking about the purposes and delivery of mentoring services, both for mentors themselves and the organizations for which they work. Each chapter ends with a set of salient questions to ask and key actions to take. These are meant to move the reader from thought to action and provide a basis for discussion. This book offers strategies that are immediately applicable and will create a process that is participatory, emancipatory and transformative.

[Stevenson, B. \(2014\). *Just Mercy: A Story of Justice and Redemption*. One World.](#)

Bryan Stevenson was a young lawyer when he founded the Equal Justice Initiative, a legal practice dedicated to defending those most desperate and in need: the poor, the wrongly condemned, and women and children trapped in the farthest reaches of our criminal justice system. One of his first cases was that of Walter McMillian, a young man who was sentenced to die for a notorious murder he insisted he didn't commit. The case drew Bryan into a tangle of conspiracy, political machination, and legal brinksmanship—and transformed his understanding of mercy and justice forever. *Just Mercy* is at once an unforgettable account of an idealistic, gifted young lawyer's coming of age, a moving window into the lives of those he has defended, and an inspiring argument for compassion in the pursuit of true justice.

[Wilkerson, I. \(2020\). *Caste: The Origins of Our Discontents*. Random House.](#)

As we go about our daily lives, caste is the wordless usher in a darkened theater, flashlight cast down in the aisles, guiding us to our assigned seats for a performance. The hierarchy of caste is not about feelings or morality. It is about power—which groups have it and which do not.” In this brilliant book, Isabel Wilkerson

gives us a masterful portrait of an unseen phenomenon in America as she explores, through an immersive, deeply researched, and beautifully written narrative and stories about real people, how America today and throughout its history has been shaped by a hidden caste system, a rigid hierarchy of human rankings. Beyond race, class, or other factors, there is a powerful caste system that influences people's lives and behavior and the nation's fate. Linking the caste systems of America, India, and Nazi Germany, Wilkerson explores eight pillars that underlie caste systems across civilizations, including divine will, bloodlines, stigma, and more. Using riveting stories about people—including Martin Luther King, Jr., baseball's Satchel Paige, a single father and his toddler son, Wilkerson herself, and many others—she shows the ways that the insidious undertow of caste is experienced every day. She documents how the Nazis studied the racial systems in America to plan their outcasting of the Jews; she discusses why the cruel logic of caste requires that there be a bottom rung for those in the middle to measure themselves against; she writes about the surprising health costs of caste, in depression and life expectancy, and the effects of this hierarchy on our culture and politics. Finally, she points forward to ways America can move beyond the artificial and destructive separations of human divisions, toward hope in our common humanity.

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7.4: Articles and Essays

[AFL-CIO. \(n.d.\). Bayard Rustin: Trade union and civil rights organizer and activist. Social Welfare History Project.](#)

Bayard Rustin served the trade union and civil rights movements as a brilliant theorist, tactician and organizer. He conceived the coalition of liberal, labor and religious leaders who supported passage of the civil rights and anti-poverty legislation of the 1960s and, as the first executive director of the AFL-CIO's A. Philip Randolph Institute, he worked closely with the labor movement to ensure African American workers' rightful place in the House of Labor.

[Hudson, P. J. \(2016, March 14\). The Racist Dawn of Capitalism. Boston Review.](#)

Unearthing the economy of bondage.

[Johnson, W. \(2016, October 26\). To Remake the World: Slavery, Racial Capitalism, and Justice. Boston Review.](#)

The idea that enslavement “dehumanized” enslaved people suggests that their humanity needs to be proven again and again. Much of the scholarship on slavery has relied upon a pat liberal notion of human rights as its moral paradigm. The version of human rights that dominates contemporary discourse is not significantly inflected by the history of slavery, although it would be better if it were. What if we use the history of slavery as a standpoint from which to rethink our notion of justice today?

[Tuck, E. & Yang, K. W. \(2012\). Decolonization is not a metaphor. Decolonization: Indigeneity, Education & Society, 1\(1\), 1-40.](#)

Our goal in this article is to remind readers what is unsettling about decolonization. Decolonization brings about the repatriation of Indigenous land and life; it is not a metaphor for other things we want to do to improve our societies and schools. The easy adoption of decolonizing discourse by educational advocacy and scholarship, evidenced by the increasing number of calls to “decolonize our schools,” or use “decolonizing methods,” or, “decolonize student thinking”, turns decolonization into a metaphor. As important as their goals may be, social justice, critical methodologies, or approaches that decenter settler perspectives have objectives that may be incommensurable with decolonization. Because settler colonialism is built upon an entangled triad structure of settler-native-slave, the decolonial desires of white, nonwhite, immigrant, postcolonial, and oppressed people, can similarly be entangled in resettlement, reoccupation, and reinhabitation that actually further settler colonialism. The metaphorization of decolonization makes possible a set of evasions, or “settler moves to innocence”, that problematically attempt to reconcile settler guilt and complicity, and rescue settler futurity. In this article, we analyze multiple settler moves towards innocence in order to forward “an ethic of incommensurability” that recognizes what is distinct and what is sovereign for project(s) of decolonization in relation to human and civil rights based social justice projects. We also point to unsettling themes within transnational/Third World decolonizations, abolition, and critical spaceplace pedagogies, which challenge the coalescence of social justice endeavors, making room for more meaningful potential alliances.

[Sabzalieva, E., Gallegos, D., Yerovi, C., Chacón, E., Mutize, T., Morales, D., Cuadros, J. A. \(2022\). The right to higher education: A social justice perspective. UNESCO.](#)

This conceptual paper advocates for the RTHE (right to higher education) by developing a framework that takes a social justice perspective on this issue. Using a social justice lens, it highlights the unfair distribution of and lack of equitable access to higher education and the need for systems and institutions of higher education to change to accommodate students' diverse backgrounds and needs. The RTHE social justice framework takes a systemic and structural approach to the issues facing students in higher education today. It embraces four inter-related dimensions: the 5As framework, inclusive excellence, equity deserving groups, and intersectionality. Under the social justice lens, each dimension attracts important considerations relating to the RTHE.

Johnson, C. & McPhailcmaadmin (EDU). (2021, April 26). [Fostering Social Justice in Higher Education. Diverse: Issues In Higher Education.](#)

In this brief article, I argue that recognizing and shifting expectations is vital in addressing social injustice in higher education. With an ever-increasing diverse student population, higher educational leaders must step away from traditional approaches to education and recognize that addressing political issues involving race, class, gender identity, sexuality, and ability are not optional.

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7.5: Audiovisual Resources

[American Academy in Berlin. \(2019, November 21\). These Truths: A History of the United States, with Jill Lepore \[Video\]. Youtube.](#)

Harvard historian and New Yorker staff writer Jill Lepore offers an account of the grand American experiment via intertwined histories of American politics, law, journalism, and technology—from the colonial town meeting to the nineteenth-century party machine, from talk radio to twenty-first-century Internet polls, from the printing press to Facebook.

[American Documentary, Inc. & the WORLD Channel. \(2012-\). America ReFramed \[TV Series\]. The WORLD Channel.](#)

America ReFramed brings to life compelling stories, personal voices and experiences that illuminate the contours of our ever-changing country. Since 2012, the series has premiered 170 films - more than half helmed by female makers and a third credited to BIPOC makers - centering stories of the LGBTQ community, people with disabilities, the formerly incarcerated, veterans, immigrants and more.

[Bauer, D. \(2021\). The importance of belonging \[Audio podcast\]. In The Better Leaders Better Schools Podcast. Apple Podcasts.](#)

Michele Mattoon is director of the National School Reform Faculty (NSRF), an organization that teaches educators how to improve school culture. She's also president and owner of Coltrain Group, which teaches leadership skills that emphasize collaboration tools (protocols) that foster community and maximize productivity. She has worked with businesses and educational groups around the world, training their employees to work together better. Michele is obsessed with intentionally building healthy, productive communities through the use of specific collaborative structures. Show Highlights Experience what it means to be "other" (but not less privileged). Belonging is mindset growth to connect purpose and relevance. The len to integrate belonging into the culture. 3 protocols to ensure everybody has a stake in your success. The feedback box of chocolates. How to have honest and difficult conversations without being offensive. Dive into various learning mindsets with this provocative idea. "There is no growth mindset without belonging. Communities that we worked with, the teachers who had a strong sense of belonging really took to the work and grew exponentially. A lot of the discussions we had with students became really clear and important. To be able to grow and learn, you have to feel safe."

[Bratt, P. \(2017\). Dolores \[Film\]. AVON.](#)

Who is Dolores Huerta? One of the most important, yet least known activists of our time, Dolores Huerta was an equal partner in founding the first farm workers union with César Chávez. Tirelessly leading the fight for racial and labor justice, Huerta evolved into one of the most defiant feminists of the 20th century — and she continues the fight to this day, in her late 80s. With unprecedented access to this intensely private mother of 11, Peter Bratt's film Dolores chronicles Huerta's life from her childhood in Stockton, California to her early years with the United Farm Workers, from her work with the headline-making grape boycott launched in 1965 to her role in the feminist movement of the '70s, to her continued work as a fearless activist. Featuring interviews with Gloria Steinem, Luis Valdez, Angela Davis, her children and more, Dolores is an intimate and inspiring portrait of a passionate champion of the oppressed and an indomitable woman willing to accept the personal sacrifices involved in committing one's life to social change.

[California Newsreel. \(2008\). Unnatural Causes \[Film\]. Kanopy.](#)

UNNATURAL CAUSES sounds the alarm about the extent of our glaring socio-economic and racial inequities in health and searches for their root causes. But those causes are not what we might expect. While we pour more and more money into drugs, dietary supplements and new medical technologies, UNNATURAL CAUSES

crisscrosses the country investigating the findings that are shaking up conventional understanding of what really makes us healthy or sick. *UNNATURAL CAUSES* is a medical detective story out to solve the mystery of what's stalking and killing us before our time, especially those of us who are less affluent and darker-skinned. But its investigators keep peeling back the onion, broadening their inquiry beyond the immediate, physical causes of death to the deeper, underlying causes that lurk in our neighborhoods, our jobs and even back in history. The perpetrators, of course, aren't individuals but rather societal and institutional forces. And theirs are not impulsive crimes of passion. These are slow deaths the result of a lifetime of grinding wear and tear, thwarted ambition, segregation and neglect. But this is also a story of hope and possibility, of communities organizing to gain control over their destinies and their health. The good news is that if bad health comes from policy decisions that we as a society have made, then we can make other decisions. Some countries already have, and they are living longer, fuller lives as a result.

Eakins, S. L. (2018-). *Leading Equity* [Audio podcast series]. The Leading Equity Center.

This podcast focuses on supporting educators with the tools and resources necessary to ensure equity at their school. On this podcast, listeners can expect to hear interviews and stories from voices of equity in education today.

Eakins, S. L. (n.d.). *Cultural Relevance in Science* (No. 210) [Audio podcast]. In *Leading Equity*. The Leading Equity Center.

Show Highlights Utilizing cultural situations for STEM activities Ways to ask questions about culture Cultural Relevance beyond equations and formulas Teaching kids the how Using movies for culturally relevant lessons.

Emdin, C. (n.d.). *Teaching & Being Ratchetdemic* [Video]. TED.

Christopher Emdin reveals how he aims to bridge the seemingly disparate worlds of the ivory tower and the hood in his talk, "Teaching & Being Ratchetdemic." Highlighting the major inequities in urban education, Dr. Emdin argues in favor of a simple solution: that being "ratchetdemic," or both ratchet and academic (like having rap battles about science) can empower students to embrace themselves, their background, and their education.

Gonzalez, J. (2017, September 10). *Culturally Responsive Teaching: 4 Misconceptions* (No. 78) [Audio podcast]. In *Cult of Pedagogy*. cultofpedagogy.com.

The term "culturally responsive teaching" has been around for decades, but it seems to have gotten more attention in recent years. That's good news: With our classrooms growing more diverse every year, teachers should be more interested in how they can best teach students from different backgrounds. The not-so-good news is that in some cases, teachers think they're practicing culturally responsive teaching, when in fact, they're kind of not. Or at least they're not quite there. And that means students who might really thrive under different conditions are surviving at best. We all want to do better for these students, but how to do it still hasn't become common knowledge. Zaretta Hammond To move the needle forward a bit more, I invited Zaretta Hammond to share some common misconceptions teachers have about culturally responsive teaching. She is the author of the 2015 book *Culturally Responsive Teaching and the Brain*, which offers a neuroscience-based teaching framework that goes beyond surface changes to really build cognitive capacity in our students from diverse backgrounds. When I read it, I realized that true culturally responsive teaching isn't as simple as I thought it was; it's much more holistic. In fact, in most cases, it wouldn't even look "culturally responsive" to an outside observer.

Gonzalez, J. (2018, December 2). *10 Ways Educators Can Take Action in Pursuit of Equity* [Audio podcast]. *Cult of Pedagogy*.

10 Ways Educators Can Take Action in Pursuit of Equity: Interview with Pedro Noguera.

Hammond, Z. (2013-). [Culturally Responsive Teaching & the Brain \[Blog\]](https://crtandthebrain.com). crtandthebrain.com.

Since you are an equity-minded educator like me, you are probably waging your own private movement to bust the myths behind student engagement (or the lack of) among low performing students of color, poor students, and English learners. ... This is a blog where we can get answers to our collective and individual questions about how we can help students become confident and competent learners. In this space, I want to highlight what I am learning from being out in schools and classrooms with teachers who are successful with diverse students. I want to focus on how we can take everyday strategies and practices and put them to work in their classrooms to be more culturally responsive. ... Just to let you know, on average, I publish a new post every other week – two times per month at the least (sometimes a few more). That gives me time to be in schools and to write.

Hannah-Jones, N. (2019, August 30). [The Economy That Slavery Built \(No. 2\) \[Audio podcast\]](#). In 1619. [The New York Times](#). Apple Podcasts.

The institution of slavery turned a poor, fledgling nation into a financial powerhouse, and the cotton plantation was America's first big business. Behind the system, and built into it, was the whip. On today's episode: Matthew Desmond, a contributing writer for The New York Times Magazine and the author of "Evicted," and Jesmyn Ward, the author of "Sing, Unburied, Sing." "1619" is a New York Times audio series hosted by Nikole Hannah-Jones. You can find more information about it at nytimes.com/1619podcast. This episode includes scenes of graphic violence.

Harvard Kennedy School. (2019). [4 Rules For Achieving Peace and Justice | Bryan Stevenson \[Video\]](#). Youtube.

As a human rights lawyer, professor, humanitarian, and author, Bryan Stevenson MPP/JD 1985 LLD 2015 works to fight poverty and challenge racial discrimination in the criminal justice system. He also serves as an advocate for mentally ill individuals, children who have been sentenced as adults, and those who are abused while incarcerated. He educates communities about racial discrimination in the criminal justice system, poverty, and racial inequality in America. In this clip, he shares four rules for creating change in the world and achieving justice: 1. Stay proximate to the people you are trying to help. 2. Change the narrative around the problem you are trying to solve. 3. Don't lose hope. 4. Pursuing peace and justice requires doing things that are uncomfortable and inconvenient.

Hinojosa, M. (2014-2016). [America by the Numbers \[TV Series\]](#). PBS.

Behind every number, there's a story. America By The Numbers with Maria Hinojosa is a new PBS documentary series—the first to focus on the dramatic demographic shifts currently taking place in this country. As we explore underreported stories from every corner of the nation, we reveal the human face of the biggest population change in U.S. history. The new American mainstream—the growing number of Asians, Latinos, African Americans, mixed race, immigrants, women, youth, and LGBT—is influencing elections, culture, commerce, and every facet of contemporary life. We investigate these dynamic developments using infographics, statistical analysis, in-depth reporting, and compelling storytelling with anchor and executive producer Maria Hinojosa.

Holocaust Memorial and Tolerance Center of Nassau County. (2020, October 8). [Screening "Viva La Causa" and Discussion with Nelson Melgar \[Video\]](#). Youtube.

To mark National Hispanic Heritage Month, HMTC offers a virtual screening and discussion of the documentary film Viva La Causa: The Story of César Chávez and a Great Movement for Social Justice, presented in conjunction with the David Taub Reel Upstanders Film Series. This film explores the farm workers strike in Delano, California, which lasted from 1965 until 1970 and paved the way for the creation of the United Farm Workers labor union. A post-screening discussion about farm workers on Long Island today is led by community activist Nelson Melgar.

[Keith, T. \(2019\). Bullied \[Film\]. AVON.](#)

The film *Bullied* is a work that traces bullying and the effects of bullying, but also the methods and programs that have proven efficacious in reducing bullying in schools. From those people who live with the scars of having been bullied to those families who now grieve the loss of their child to suicide in the wake of brutal acts of bullying, the film examines the reasons why people bully and the fallout that occurs from that bullying.

[MathEd Podcast. \(2018, January 18\). Laurie Rubel \(No. 1801\) \[Audio podcast\]. In MathEd Podcast. podomatic.](#)

Laurie Rubel from Brooklyn College CUNY discusses her article, "Equity-directed instructional practices: Beyond the dominant perspective," published in the *Journal of Urban Mathematics Education*, volume 10. She also addresses the personal attacks that have resulted from this work.

[National Education Association Center for Social Justice. \(n.d.\). A Social and Racial Justice Checklist for Safe, Healthy and Just Learning. NEA edjustice.](#)

As we expand digital learning models, due to COVID-19, it's important to remember that students with disabilities, those without access to the internet, and LGBTQ, Black, brown and Indigenous populations are at higher risk of experiencing school closures more intensely. Regardless of the education delivery system during the pandemic, all students must be provided the care and attention and learning opportunities they are guaranteed and deserve. Ask yourself the following questions when planning or assessing digital instruction through a racial justice lens...

[Netflix. \(2020, April 17\). Explained | Racial Wealth Gap | FULL EPISODE | Netflix \[Video\]. Youtube.](#)

In partnership with Vox Media Studios and Vox, this enlightening explainer series will take viewers deep inside a wide range of culturally relevant topics, questions, and ideas. Each episode will explore current events and social trends pulled from the zeitgeist, touching topics across politics, science, history and pop culture -- featuring interviews with some of the most authoritative experts in their respective fields. In this episode: Cory Booker and others discuss how slavery, housing discrimination and centuries of inequality have compounded to create a racial wealth gap.

[TEDx Talks. \(2012, November 5\). How Studying Privilege Systems Can Strengthen Compassion: Peggy McIntosh at TEDxTimberlaneSchools \[Video\]. Youtube.](#)

Studying privilege systems can strengthen compassion and support social justice work.

[This is Statistics. \(2015, Dec 7\). Statistician Promotes Social Justice and Human Rights \[Video\]. Youtube.](#)

Statistician Megan Price explains how she uses statistics to advance social justice issues and protect human rights.

[usgovACF. \(2015, May 12\). Funds of Knowledge Video \[Video\]. ECLKC.](#)

Watch as Luis Moll describes the concept of Funds of Knowledge. Funds of Knowledge are the essential cultural practices and bodies of knowledge that are embedded in the daily practices and routines of families. Learn how to gather and use the funds of knowledge for children and families in the classroom. This approach will help staff ensure culturally relevant programming. INCLUDES HANDOUT.

[Wallace, J. \(2020, June 17\). Minding the Obligation Gap: The Central Role of Leadership \[Video\]. Youtube.](#)

Minding the Obligation Gap Summer Learning Institute Webinar #1: Privilege, Equity, Pedagogy

WAMC Northeast Public Radio. (2022, January 18). Karla Loya, University of Hartford – Pandemic Teaching and Learning Should Be Inclusive and Supportive [Audio podcast]. The Academic Minute.

Best practices in college teaching delineate the importance of communicating clear expectations, selecting relevant content, engaging students in active learning, creating multiple assessments, and fostering a respectful learning environment. After the teaching and learning process was disrupted by the Coronavirus pandemic, many instructors had to pivot and learn new modalities of instruction. For many, most efforts were dedicated to learning new technologies and catching up with time delays. This meant that some best practices were left out of the new teaching and learning environments. More problematic, the pandemic created new needs and situations that demanded a different way of teaching. For instance, since the pandemic started, many students and instructors have reported academic, social, and personal struggles. My research highlights the importance of fostering inclusive college classrooms to ensure that all students are participants in the shared teaching and learning, in any modality. How do we then create and maintain inclusive, participatory classrooms when issues of equity, mental health, and uncertainty about the present and the future weigh heavily on students' and instructors' minds? To teaching in more flexible and supportive ways than ever before, we can foster a sense of belonging and community by creating spaces in our virtual or physical classrooms for students to engage with one another and with us. We also need to creatively think of ways to bring flexibility to assignments and assessment types, formats, and deadlines.

WBEZ Chicago. (2020, August 11). Isabel Wilkerson on America's Caste System. [Audio podcast episode]. WBEZ Chicago.

In this moment of historical reckoning, many Americans are being introduced to concepts like intersectionality, white fragility, and anti-racism. But Isabel Wilkerson would like to incorporate a little-discussed concept into our national conversation: caste.

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7.6: OER

Miller, K. (2018). [Introduction to Design Equity](#). University of Minnesota Libraries Publishing.

Why do affluent, liberal, and design-rich cities like Minneapolis have some of the biggest racial disparities in the country? How can designers help to create more equitable communities? [Introduction to Design Equity](#), an open access book for students and professionals, maps design processes and products against equity research to highlight the pitfalls and potentials of design as a tool for building social justice.

Pearce, E. B. (2020). [Contemporary Families: An Equity Lens](#). Open Oregon Educational Resources.

This openly licensed text, created with students, approaches contemporary families from an equity lens. It asks two questions relevant to the Difference, Power, and Discrimination outcomes at Linn-Benton Community College and Oregon State University: “What do families need?” and “How do society and institutions support or get in the way of families getting what they need?”

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7.7: Guides and Tools

Eakins, S. L. (n.d.) [Getting Started with Educational Equity: 10 Steps to Get You on the Right Path Towards Leading Equity](#). The Leading Equity Center.

FREE Resource: [10 Steps to Get You on the Right Path Towards Leading Equity](#).

Emdin, C. (n.d.). [Teach teachers how to create magic \[Video\]](#). TED.

What do rap shows, barbershop banter and Sunday services have in common? As Christopher Emdin says, they all hold the secret magic to enthrall and teach at the same time — and it's a skill we often don't teach to educators. A longtime teacher himself, now a science advocate and cofounder of Science Genius B.A.T.T.L.E.S. with the GZA of the Wu-Tang Clan, Emdin offers a vision to make the classroom come alive.

[Yale University Poorvu Center for Teaching and Learning](#). (n.d.). [Awareness of Socioeconomic Diversity](#). Yale University.

Unfortunately, unlike race or gender, socioeconomic diversity may be difficult for instructors to detect in their classes, as students may strive to appear middle-class in order to self-normalize. Instructors can consider a variety of ways to structure active and inclusive teaching methods that enable multiple modes of engagement, create various pathways for achievement, and create a classroom environment of accessibility and face-to-face time with the instructor. Instructors can also strive to create behavioral protocols in the syllabus that emphasize respect, honesty, and an open door policy for student concerns. Comprises examples, recommendations, and resources.

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CHAPTER OVERVIEW

8: Immigration and Citizenship

[8.1: Terminology](#)

[8.2: Books at CCC- Print](#)

[8.3: Books at CCC- eBooks](#)

[8.4: Articles and Essays](#)

[8.5: Audiovisual Resources](#)

[8.6: Guides and Tools](#)

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8.1: Terminology

[American Immigration Council. \(2021, March\). The Dream Act: An Overview. Americanimmigrationcouncil.org.](#)

The Dream Act would permanently protect certain immigrants who came to the United States as children but are vulnerable to deportation. This fact sheet provides an overview of the most recent version of the Dream Act and similar legislative proposals.

[HigherEd Immigration Portal. \(2023\). DACA \(Deferred Action for Childhood Arrivals\). higheredimmigrationportal.org.](#)

DACA is a federal U.S. government policy protecting certain undocumented immigrants who came to the United States as children from being deported, allowing them to apply for driver's licenses, social security numbers, and work permits. DACA status must be renewed every 2 years.

8.1: Terminology is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

8.2: Books at CCC- Print

Bui, T. (2017). *The best we could do : an illustrated memoir*. Abrams ComicArts.

The author describes her experiences as a young Vietnamese immigrant, highlighting her family's move from their war-torn home to the United States in graphic novel format. "Exploring the anguish of immigration and the lasting effects that displacement has on a child and her family, Bui documents the story of her family's daring escape after the fall of South Vietnam in the 1970s, and the difficulties they faced building new lives for themselves."

Chomsky, A. (2018). *"They take our jobs!" : and 20 other myths about immigration*. Beacon Press.

In "They Take Our Jobs!" Aviva Chomsky challenges the underlying assumptions that fuel misinformed claims about immigrants, radically altering our notions of citizenship, discrimination, and U.S. history. Since it was first published, many of the same myths about immigration such as "immigrants take American jobs," "immigrants don't pay taxes," and "immigrants increase crime" continue to be perpetuated and used to promote aggressive anti-immigration policies. In a new introduction, Chomsky reflects on the events of the past ten years. She analyzes declining Mexican immigration patterns, illuminates Mexico's little-known Southern Border Program, and assesses Obama's complicated legacy as "deporter-in-chief" which, Chomsky argues, inadvertently laid the groundwork for Trump's anti-immigrant racism."

Nguyen, T. (2005). *We are all suspects now : untold stories from immigrant communities after 9/11*. Beacon Press.

Introduction -- Becoming suspects : Brooklyn and New Jersey -- Separated by deportation : Minneapolis -- Turning in for registration : Chicago -- The new racial profiling : Los Angeles -- Crisis at the border : Arizona -- In search of asylum : Canada -- Conclusion.

Roediger, D. R. (2005). *Working toward whiteness : how America's immigrants became white : the strange journey from Ellis Island to the suburbs*. Basic Books.

Seeing Race in New Immigrant History -- New Immigrants, Race and "Ethnicity" in the Long Early Twentieth Century -- Popular Language, Social Practice, and the Messiness of Race -- "Inbetweenness" -- "The Burden of Proof Rests With Him": New Immigrants and the Structures of Racial Inbetweenness -- Inside the Wail: New Immigrant Racial Consciousness -- Entering the White House -- "A Vast Amount of Coercion": The Ironies of Immigrant Restriction -- Finding Homes in an Era of Restriction -- A New Deal, An Industrial Nation, and a White House: What the New Immigrant Got Into -- Afterword: The Houses We've Lived In and the Workings of Whiteness.

Shukla, N. & Suleyman, C. (2020). *The good immigrant : 26 writers reflect on America*. Back Bay Books.

Presents essays by first- and second-generation immigrant writers on the realities of immigration, multiculturalism, and marginalization in an increasingly divided America. From Trump's proposed border wall and travel ban to the marching of White Supremacists in Charlottesville, America is consumed by tensions over immigration and the question of which bodies are welcome. In this much-anticipated follow-up to the bestselling UK edition, hailed by Zadie Smith as "lively and vital," editors Nikesh Shukla and Chimene Suleyman hand the microphone to an incredible range of writers whose humanity and right to be here is under attack. Chigozie Obioma unpacks an Igbo proverb that helped him navigate his journey to America from Nigeria. Jenny Zhang analyzes cultural appropriation in 90s fashion, recalling her own pain and confusion as a teenager trying to fit in. Fatimah Asghar describes the flood of memory and emotion triggered by an encounter with an Uber driver from Kashmir. Alexander Chee writes of a visit to Korea that changed his relationship to his heritage. These writers, and the many others in this singular collection, share powerful personal stories of living between cultures and languages while struggling to figure out who they are and where they belong. By turns heartbreaking and

hilarious, troubling and uplifting, the essays in *The Good Immigrant* come together to create a provocative, conversation-sparking, multivocal portrait of America now.

Vargas, J. A. (2018). *Dear America : notes of an undocumented citizen*. Dey St.

"My name is Jose Antonio Vargas. I was born in the Philippines. When I was twelve, my mother sent me to the United States to live with her parents. While applying for a driver's permit, I found out my papers were fake. More than two decades later, I am still here illegally, with no clear path to American citizenship. To some people, I am the "most famous illegal" in America. In my mind, I am only one of an estimated 11 million human beings whose uncertain fate is under threat in a country I call my home. This is not a book about the politics of immigration. This book--at its core--is not about immigration at all. This book is about homelessness, not in a traditional sense, but about the unsettled, unmoored psychological state in which undocumented immigrants like me find ourselves. This book is about lying and being forced to lie to get by; about passing as an American and as a contributing citizen; about families, keeping them together, and having to make new ones when you can't. This book is about what it means to not have a home."

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8.3: Books at CCC- eBooks

Chacón, J. A. & Davis, M. (2018). *No One Is Illegal (Updated Edition): Fighting Racism and State Violence on the U.S.-Mexico Border*. Haymarket Books.

Countering the chorus of anti-immigrant voices that have grown increasingly loud in the current political moment, *No One is Illegal* exposes the racism of anti-immigration vigilantes and puts a human face on the immigrants who risk their lives to cross the border to work in the United States. This second edition has a new introduction to frame the analysis of the struggle for immigrant rights and the roots of the backlash. Justin Akers Chacón is the author of the forthcoming *Radicals in the Barrio: Magonistas, Socialists, Wobblies, and Communists in the Mexican American Working Class*. Mike Davis is the author many books, including *The Ecology of Fear* and *Planet of Slums*.

Hernandez, K. L. (2010). *Migra!: A History of the U.S. Border Patrol*. University of California Press.

Political awareness of the tensions in U.S.-Mexico relations is rising in the twenty-first century; the American history of its treatment of illegal immigrants represents a massive failure of the promises of the American dream. This is the untold history of the United States Border Patrol from its beginnings in 1924 as a small peripheral outfit to its emergence as a large professional police force that continuously draws intense scrutiny and denunciations from political activism groups. To tell this story, MacArthur'Genius'Fellow Kelly Lytle Hernández dug through a gold mine of lost and unseen records and bits of biography stored in garages, closets, an abandoned factory, and in U.S. and Mexican archives. Focusing on the daily challenges of policing the Mexican border and bringing to light unexpected partners and forgotten dynamics, *Migra!* reveals how the U.S. Border Patrol translated the mandate for comprehensive migration control into a project of policing immigrants and undocumented “aliens” in the U.S.-Mexico borderlands.

Lalami, L. (2020). *Conditional Citizens: On Belonging in America*. Vintage.

In this brilliantly argued and deeply personal work, Pulitzer Prize finalist Laila Lalami recounts her unlikely journey from Moroccan immigrant to U.S. citizen, using her own story as a starting point for an exploration of the rights, liberties, and protections that are traditionally associated with American citizenship. Tapping into history, politics, and literature, she elucidates how accidents of birth—such as national origin, race, and gender—that once determined the boundaries of Americanness still cast their shadows today, poignantly illustrating how white supremacy survives through adaptation and legislation. Weaving together her experiences with an examination of the place of nonwhites in the broader American culture, Lalami illuminates how conditional citizens are all those whom America embraces with one arm and pushes away with the other.

N., J. A. (2014). *Illegal: Reflections of an Undocumented Immigrant*. University of Illinois Press.

A day after José Ángel N. first crossed the United States border from Mexico, he was caught and then released onto the streets of Tijuana. Undeterred, N. crawled back through a tunnel to San Diego, where he entered the United States to stay. *Illegal: Reflections of an Undocumented Immigrant* is his timely and compelling memoir of building a new life in America. Arriving in the 1990s with a ninth grade education, N. traveled to Chicago where he found access to ESL and GED classes. He eventually attended college and graduate school and became a professional translator. Despite having a well-paying job, N. was isolated by a lack of legal documentation. Travel concerns made promotions impossible. The simple act of purchasing his girlfriend a beer at a Cubs baseball game caused embarrassment and shame when N. couldn't produce a valid ID. A frustrating contradiction, N. lived in a luxury high-rise condo but couldn't fully live the American dream. He did, however, find solace in the one gift America gave him—his education. Ultimately, N.'s is the story of the triumph of education over adversity. In *Illegal*, he debunks the stereotype that undocumented immigrants are freeloaders without access to education or opportunity for advancement. With bravery and honesty, N. details the constraints, deceptions, and humiliations that characterize alien life 'amid the shadows.'

Villavicencio, K. C. (2020). *The Undocumented Americans. One World.*

Writer Karla Cornejo Villavicencio was on DACA when she decided to write about being undocumented for the first time using her own name. It was right after the election of 2016, the day she realized the story she'd tried to steer clear of was the only one she wanted to tell. So she wrote her immigration lawyer's phone number on her hand in Sharpie and embarked on a trip across the country to tell the stories of her fellow undocumented immigrants—and to find the hidden key to her own. Looking beyond the flashpoints of the border or the activism of the DREAMers, Cornejo Villavicencio explores the lives of the undocumented—and the mysteries of her own life. She finds the singular, effervescent characters across the nation often reduced in the media to political pawns or nameless laborers. The stories she tells are not deferential or naively inspirational but show the love, magic, heartbreak, insanity, and vulgarity that infuse the day-to-day lives of her subjects. In New York, we meet the undocumented workers who were recruited into the federally funded Ground Zero cleanup after 9/11. In Miami, we enter the ubiquitous botanicas, which offer medicinal herbs and potions to those whose status blocks them from any other healthcare options. In Flint, Michigan, we learn of demands for state ID in order to receive life-saving clean water. In Connecticut, Cornejo Villavicencio, childless by choice, finds family in two teenage girls whose father is in sanctuary. And through it all we see the author grappling with the biggest questions of love, duty, family, and survival. In her incandescent, relentlessly probing voice, Karla Cornejo Villavicencio combines sensitive reporting and powerful personal narratives to bring to light remarkable stories of resilience, madness, and death. Through these stories we come to understand what it truly means to be a stray. An expendable. A hero. An American.

Wong, S., Gosnell, E. S., Luu, A. M. F., & Dodson, L. (2017). *Teachers as Allies: Transformative Practices for Teaching DREAMers and Undocumented Students.* Teachers College Press.

Learn how to engage and advocate for undocumented children and youth with this new resource written by and for teachers. "Teachers as Allies" provides educators with the information and tools they need to involve immigrant students and their American-born siblings and peers in inclusive and transformative classroom experiences. The authors show how immigration policies, ICE enforcement, and societal attitudes affect undocumented students and how teachers and school leaders can recognize these influences on the students' day-to-day lives and learning. Offering teaching strategies that address the needs of DREAMers and undocumented youth as they move through their K-12 and college education, this timely book offers a broad range of curriculum connections and resources.

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8.4: Articles and Essays

American Immigration Council. (2021, March 16). The Dream Act: An Overview. americanimmigrationcouncil.org.

The Dream Act would permanently protect certain immigrants who came to the United States as children but are vulnerable to deportation. This fact sheet provides an overview of the most recent version of the Dream Act and similar legislative proposals.

American Immigration Council. (2021, September 30). Deferred Action for Childhood Arrivals (DACA): An Overview. americanimmigrationcouncil.org.

Deferred Action for Childhood Arrivals (DACA) is an exercise of prosecutorial discretion, providing temporary relief from deportation (deferred action) and work authorization to certain young undocumented immigrants. DACA was created on June 15, 2012, by then-Secretary of Homeland Security Janet Napolitano. Unlike federal legislation, DACA does not provide permanent legal status to individuals and must be renewed every two years. This fact sheet provides an overview of DACA and prior attempts to dismantle the initiative, as well as its current status.

Dayan, C. (2016, September 21). On Ice. *Boston Review*.

In U.S. Customs and Border Protection facilities, the law's reach is tenuous. To access the full article, contact the library using the widget at the top left of this page, or complete the this online form: <https://tinyurl.com/ytmvvrly>

Dye, P. (2023, January 9). How Universities Can Support Undocumented Students as Federal Policies Continue to Threaten Them. *Diverse: Issues in Higher Education*.

Oglethorpe University has "found both an opportunity and a responsibility to provide support to this growing student population. Here are some steps that individuals and institutions can take to support undocumented students."

The Education Trust. (2023, Feb. 22). Higher Education Access and Success for Undocumented Students Start with 9 Key Criteria. edtrust.org.

Over 427,000 Undocumented Students Face Challenges in Higher Education, Workforce and Accessing Social Services New Ed Trust Report Finds How Government Can Provide Necessary Immigration Reforms to help undocumented immigrants succeed.

Higher Ed Immigration Portal. (2023). Illinois - Data on Immigrant Students. higheredimmigrationportal.org.

This state page integrates student data, economic contributions, state policies, effective practices, and other resources to learn about and better support the state's undocumented, other immigrant, and international students in higher education.

Office of the Mayor of Chicago. (2023). College Access for Undocumented Students. chicago.gov.

A college degree is highly desirable for many reasons, including better career opportunities, and the City of Chicago is committed to helping undocumented students achieve a college degree. This page contains information and links regarding scholarships and other opportunities for undocumented students.

Palmer, B. J. (2017, Spring). The Crossroads: Being Black, Immigrant, and Undocumented in the Era of #Blacklivesmatter. *Georgetown Journal of Law & Modern Critical Race Perspectives*, 9, 99.

This paper discusses the detrimental, intersectional effects of immigration law and criminal law on Black immigrants, both with and without documentation. Anti-Black racism, deeply embedded in America's criminal law system, funnels Black immigrants into the criminal justice system, and subsequently into removal or other punitive immigration proceedings. Black immigrants have long been missing, or purposely erased, from the national immigration narrative. Only a handful of organizations advocate for their particularized needs. As Black immigrant activism increases in visibility, opportunities for a new form of coalition building--known as "transformational solidarity"--must be adopted in order to protect and advocate for Black immigrants.

[Presidents' Alliance on Higher Education and Immigration & New American Economy. \(2021\). Undocumented Students in Higher Education How Many Students are in U.S. Colleges and Universities, and Who Are They?. Higher Ed Immigration Portal.](#)

Undocumented immigrants, including DACA recipients, are integral members of communities across the United States, paying taxes, starting businesses, and serving in key industries, with many on the front lines as essential workers and health professionals battling the COVID-19 pandemic. Hundreds of thousands of undocumented immigrants are students enrolled in higher education, working to obtain degrees and going on to use those skills as significant contributors to our economy.

[Vargas, J. A. \(2011, June 22\). My Life as an Undocumented Immigrant. The New York Times Magazine.](#)

One August morning nearly two decades ago, my mother woke me and put me in a cab. She handed me a jacket. "Baka malamig doon" were among the few words she said. ("It might be cold there.") When I arrived at the Philippines' Ninoy Aquino International Airport with her, my aunt and a family friend, I was introduced to a man I'd never seen. They told me he was my uncle. He held my hand as I boarded an airplane for the first time. It was 1993, and I was 12. My mother wanted to give me a better life, so she sent me thousands of miles away to live with her parents in America — my grandfather (Lolo in Tagalog) and grandmother (Lola).

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8.5: Audiovisual Resources

A10 Films & Harvard Law Documentary Studio. (2011). *Transgression* [Film]. Youtube.

A short documentary following the story of Norma Ureiro, a transgender immigrant who faced enormous struggles in her life, especially when trying to flee Mexico for the United States. Featuring Norma and two lawyers at Immigration Equality (<http://www.immigrationequality.org/>), a pro bono group that protects LGBTQ immigrants in court.

American Academy in Berlin. (2019, November 21). *These Truths: A History of the United States*, with Jill Lepore [Video]. Youtube.

Harvard historian and New Yorker staff writer Jill Lepore offers an account of the grand American experiment via intertwined histories of American politics, law, journalism, and technology—from the colonial town meeting to the nineteenth-century party machine, from talk radio to twenty-first-century Internet polls, from the printing press to Facebook.

American Documentary, Inc. & the WORLD Channel. (2012-). *America ReFramed* [TV Series]. The WORLD Channel.

America ReFramed brings to life compelling stories, personal voices and experiences that illuminate the contours of our ever-changing country. Since 2012, the series has premiered 170 films - more than half helmed by female makers and a third credited to BIPOC makers - centering stories of the LGBTQ community, people with disabilities, the formerly incarcerated, veterans, immigrants and more.

Bennett, K. (2019, July 2). *Immigration – Keeping Families Together* (S01, E06) [Audio podcast]. In *Pod for the Cause. The Leadership Conference on Civil and Human Rights*.

Podcast: Immigration – Keeping Families Together.

Bennett, K. (2021, November 5). *Immigration and Race in America* (S05, E03) [Audio podcast]. In *Pod for the Cause. The Leadership Conference on Civil and Human Rights*.

Podcast: Immigration and Race in America.

Bosch, A. (2013). *Latino Americans* [TV Series]. PBS.

LATINO AMERICANS is a landmark three-part, six-hour documentary series that is set to air nationally on PBS in the fall of 2013. It is the first major documentary series for television to chronicle the rich and varied history and experiences of Latinos, who have helped shape the United States over the last 500-plus years and have become, with more than 50 million people, the largest minority group in the U.S.

Hammond, Z. (2013-). *Culturally Responsive Teaching & the Brain* [Blog]. crtandthebrain.com.

Since you are an equity-minded educator like me, you are probably waging your own private movement to bust the myths behind student engagement (or the lack of) among low performing students of color, poor students, and English learners. ... This is a blog where we can get answers to our collective and individual questions about how we can help students become confident and competent learners. In this space, I want to highlight what I am learning from being out in schools and classrooms with teachers who are successful with diverse students. I want to focus on how we can take everyday strategies and practices and put them to work in their classrooms to be more culturally responsive. ... Just to let you know, on average, I publish a new post every other week – two times per month at the least (sometimes a few more). That gives me time to be in schools and to write. If you don't want to miss updates on what I am seeing and learning, sign up for my newsletter by pushing that button below.

Kazi, N. H. (2016, May 2). Islamophobia and Islamophilia: An Unusual Connection [Video]. dmaziakazi.com.

Connecting strategies for inclusion of Muslims and other immigrant and racial groups.

National Education Association Center for Social Justice. (n.d.). A Social and Racial Justice Checklist for Safe, Healthy and Just Learning. NEA [edjustice](https://edjustice.org).

As we expand digital learning models, due to COVID-19, it's important to remember that students with disabilities, those without access to the internet, and LGBTQ, Black, brown and Indigenous populations are at higher risk of experiencing school closures more intensely. Regardless of the education delivery system during the pandemic, all students must be provided the care and attention and learning opportunities they are guaranteed and deserve. Ask yourself the following questions when planning or assessing digital instruction through a racial justice lens...

NPR. (2019 - 2023). White Lies [Audio podcast series]. [NPR.org](https://www.npr.org).

On the morning of August 21, 1991, a group of Cuban detainees took over a federal prison in Talladega, Alabama, and demanded their freedom. But how did they get here? And what became of them after? In season two of NPR's Pulitzer-finalist show, we unspool a decades-long story about immigration, indefinite detention, and a secret list. It's a story about a betrayal at the heart of our country's ideals. And in charting a course to our current moment of crisis at the border, we expose the lies that bind us together.

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8.6: Guides and Tools

[City Colleges of Chicago. \(2023\). Undocumented Student Services. ccc.edu.](#)

This is a space where undocumented students and their families can find guidance and resources to pursue a college education, learn English, or earn a high school diploma – and feel supported as they do so. There are also tools and information for faculty and staff to better assist undocumented students and their families.

[Shinnawi, A. \(2021, December 1\). Harnessing the Power of Storytelling to Support Migrant and Immigrant Students. Edutopia.](#)

Identifying different layers of identity is particularly helpful for students transitioning into a new social and cultural context.

[University of Illinois at Chicago. \(2023\). Educator Resources for Undocumented Students. dream.uic.edu.](#)

Fact sheets, Toolkits, Trainings, and Publications for educators to "show ... support and become an "UndocuALLY" to undocumented students on campus."

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CHAPTER OVERVIEW

9: Religion and Spirituality

[9.1: Terminology](#)

[9.2: Books at CCC- Print](#)

[9.3: Books at CCC- eBooks](#)

[9.4: Articles and Essays](#)

[9.5: Audiovisual Resources](#)

[9.6: Guides and Tools](#)

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9.1: Terminology

Green, T. (2021, October 27). Islamophobia. Oxford Bibliographies.

Islamophobia refers to the fear of and hostility toward Muslims and Islam that is driven by racism and that leads to exclusionary, discriminatory, and violent actions targeting Muslims and those perceived as Muslim.

International Holocaust Remembrance Alliance. (n.d.). Antisemitism. [holocaustremembrance.com](https://www.holocaustremembrance.com).

Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.

Oxford Reference. (2023). Religious Discrimination. [oxfordreference.com](https://www.oxfordreference.com).

Prejudicial treatment of a person based on their actual, perceived, or lack of religious or philosophical beliefs. Learn more [here](#).

United States Holocaust Memorial Museum. (n.d.). Antisemitism. [ushmm.org](https://www.ushmm.org).

Antisemitism is prejudice against or hatred of Jews. Learn more about the history of the word and Nazi antisemitism in the Holocaust Encyclopedia.

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9.2: Books at CCC- Print

Bayoumi, M. (2009). *How does it feel to be a problem? : being young and Arab in America*. Penguin Books.

The story of how young Arab and Muslim Americans are forging lives for themselves in a country that often mistakes them for the enemy. Just over a century ago , W.E.B. Du Bois posed a probing question in his classic *The Souls of Black Folk*: How does it feel to be a problem? Now, Moustafa Bayoumi asks the same about America's new "problem"-Arab- and Muslim-Americans. Bayoumi takes readers into the lives of seven twenty-somethings living in Brooklyn, home to the largest Arab-American population in the United States. He moves beyond stereotypes and clichés to reveal their often unseen struggles, from being subjected to government surveillance to the indignities of workplace discrimination. Through it all, these young men and women persevere through triumphs and setbacks as they help weave the tapestry of a new society that is, at its heart, purely American.

9.2: Books at CCC- Print is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

9.3: Books at CCC- eBooks

Bayoumi, M. (2015). *This Muslim American Life: Dispatches From the War on Terror*. NYU Press.

Winner of the 2016 Evelyn Shakir Non-Fiction Arab American Book AwardA collection of insightful and heartbreaking essays on Muslim-American life after 9/11Over the last few years, Moustafa Bayoumi has been an extra in *Sex and the City 2* playing a generic Arab, a terrorist suspect (or at least his namesake “Mustafa Bayoumi” was) in a detective novel, the subject of a trumped-up controversy because a book he had written was seen by right-wing media as pushing an “anti-American, pro-Islam” agenda, and was asked by a U.S. citizenship officer to drop his middle name of Mohamed.Others have endured far worse fates. Sweeping arrests following the terrorist attacks of September 11, 2001 led to the incarceration and deportation of thousands of Arabs and Muslims, based almost solely on their national origin and immigration status. The NYPD, with help from the CIA, has aggressively spied on Muslims in the New York area as they go about their ordinary lives, from noting where they get their hair cut to eavesdropping on conversations in cafés. In *This Muslim American Life*, Moustafa Bayoumi reveals what the War on Terror looks like from the vantage point of Muslim Americans, highlighting the profound effect this surveillance has had on how they live their lives. To be a Muslim American today often means to exist in an absurd space between exotic and dangerous, victim and villain, simply because of the assumptions people carry about you. In gripping essays, Bayoumi exposes how contemporary politics, movies, novels, media experts and more have together produced a culture of fear and suspicion that not only willfully forgets the Muslim-American past, but also threatens all of our civil liberties in the present.

Beydoun, K. A. (2018). *American Islamophobia: Understanding the Roots and Rise of Fear*. University of California Press.

The term “Islamophobia” may be fairly new, but irrational fear and hatred of Islam and Muslims is anything but. Though many speak of Islamophobia's roots in racism, have we considered how anti-Muslim rhetoric is rooted in our legal system? Using his unique lens as a critical race theorist and law professor, Khaled A. Beydoun captures the many ways in which law, policy, and official state rhetoric have fueled the frightening resurgence of Islamophobia in the United States. Beydoun charts its long and terrible history, from the plight of enslaved African Muslims in the antebellum South and the laws prohibiting Muslim immigrants from becoming citizens to the ways the war on terror assigns blame for any terrorist act to Islam and the myriad trials Muslim Americans face in the Trump era. He passionately argues that by failing to frame Islamophobia as a system of bigotry endorsed and emboldened by law and carried out by government actors, U.S. society ignores the injury it inflicts on both Muslims and non-Muslims. Through the stories of Muslim Americans who have experienced Islamophobia across various racial, ethnic, and socioeconomic lines, Beydoun shares how U.S. laws shatter lives, whether directly or inadvertently. And with an eye toward benefiting society as a whole, he recommends ways for Muslim Americans and their allies to build coalitions with other groups. Like no book before it, *American Islamophobia* offers a robust and genuine portrait of Muslim America then and now.

Curtis IV, E. E. (2009). *Muslims in America: A Short History*. Oxford University Press.

Muslims are neither new nor foreign to the United States. They have been a vital presence in North America since the 16th century. *Muslims in America* unearths their history, documenting the lives of African, Middle Eastern, South Asian, European, black, white, Hispanic and other Americans who have been followers of Islam. The book begins with the tale of Job Ben Solomon, a 18th century African American Muslim slave, and goes on to chart the stories of sodbusters in North Dakota, African American converts to Islam in the 1920s, Muslim barkeepers in Toledo, the post-1965 wave of professional immigrants from Asia and Africa, and Muslim Americans after 9/11. The book reveals the richness of Sunni, Shi'a, Sufi and other forms of Islamic theology, ethics, and rituals in the United States by illustrating the way Islamic faith has been imagined and practiced in the everyday lives of individuals. *Muslims in America* recovers the place of Muslims in the larger American story, too. Showing how Muslim American men and women participated in each era of U.S. history, the book explores how they have both shaped and have been shaped by larger historical trends such as the abolition

movement, Gilded Age immigration, the Great Migration of African Americans, urbanization, religious revivalism, the feminist movement, and the current war on terror. It also shows how, from the very beginning of American history, Muslim Americans have been at once a part of their local communities, their nation, and the worldwide community of Muslims. The first single-author history of Muslims in America from colonial times to the present, this book fills a huge gap and provides invaluable background on one of the most poorly understood groups in the United States.

Khabeer, S. A. (2016). *Muslim Cool: Race, Religion, and Hip Hop in the United States*. NYU Press.

Interviews with young Muslims in Chicago explore the complexity of identities formed at the crossroads of Islam and hip hop. This groundbreaking study of race, religion and popular culture in the 21st century United States focuses on a new concept, “Muslim Cool.” Muslim Cool is a way of being an American Muslim—displayed in ideas, dress, social activism in the hood, and in complex relationships to state power. Constructed through hip hop and the performance of Blackness, Muslim Cool is a way of engaging with the Black American experience by both Black and non-Black young Muslims that challenges racist norms in the U.S. as well as dominant ethnic and religious structures within American Muslim communities. Drawing on over two years of ethnographic research, Su'ad Abdul Khabeer illuminates the ways in which young and multiethnic US Muslims draw on Blackness to construct their identities as Muslims. This is a form of critical Muslim self-making that builds on interconnections and intersections, rather than divisions between “Black” and “Muslim.” Thus, by countering the notion that Blackness and the Muslim experience are fundamentally different, Muslim Cool poses a critical challenge to dominant ideas that Muslims are “foreign” to the United States and puts Blackness at the center of the study of American Islam. Yet Muslim Cool also demonstrates that connections to Blackness made through hip hop are critical and contested—critical because they push back against the pervasive phenomenon of anti-Blackness and contested because questions of race, class, gender, and nationality continue to complicate self-making in the United States.

Felber, G. (2020). *Those Who Know Don't Say: The Nation of Islam, the Black Freedom Movement, and the Carceral State*. The University of North Carolina Press.

Challenging incarceration and policing was central to the postwar Black Freedom Movement. In this bold new political and intellectual history of the Nation of Islam, Garrett Felber centers the Nation in the Civil Rights Era and the making of the modern carceral state. In doing so, he reveals a multifaceted freedom struggle that focused as much on policing and prisons as on school desegregation and voting rights. The book examines efforts to build broad-based grassroots coalitions among liberals, radicals, and nationalists to oppose the carceral state and struggle for local Black self-determination. It captures the ambiguous place of the Nation of Islam specifically, and Black nationalist organizing more broadly, during an era which has come to be defined by nonviolent resistance, desegregation campaigns, and racial liberalism. By provocatively documenting the interplay between law enforcement and Muslim communities, Felber decisively shows how state repression and Muslim organizing laid the groundwork for the modern carceral state and the contemporary prison abolition movement which opposes it. Exhaustively researched, the book illuminates new sites and forms of political struggle as Muslims prayed under surveillance in prison yards and used courtroom political theater to put the state on trial. This history captures familiar figures in new ways—Malcolm X the courtroom lawyer and A. Philip Randolph the Harlem coalition builder—while highlighting the forgotten organizing of rank-and-file activists in prisons such as Martin Sostre. This definitive account is an urgent reminder that Islamophobia, state surveillance, and police violence have deep roots in the state repression of Black communities during the mid-20th century.

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9.4: Articles and Essays

[CAIR. \(2019\). Hijacked by Hate: American Philanthropy and the Islamophobia Network. CAIR Foundation.](#)

Anti-Muslim bigotry is a common and widespread feature of our country's mainstream cultural and political landscape. However, it is important to remember that Islamophobic attitudes and policies are propagated by special interest groups with deep sources of funding. This decentralized group of actors is known as the Islamophobia Network, a close-knit family of organizations and individuals that share an ideology of extreme anti-Muslim animus, and work with one another to negatively influence public opinion and government policy about Muslims and Islam. To provide a better understanding of how the Islamophobia Network operates, this report maps the flow of funding from charitable organizations to anti-Muslim special interest groups, and their negative impact on public life. The report finds that the Islamophobia Network has been drawing upon mainstream American philanthropic institutions for financial and political support for years.

[CAIR. \(2021\). Islamophobia in the Mainstream. CAIR Foundation.](#)

The following report examines Islamophobia in 2019 and 2020. To assess the extent of Islamophobia, we look at five different aspects: funding of the Islamophobia Network, school bullying statistics from 2019 – 2020, antimosque incidents, the spread of Islamophobia on social media by institutional leaders, and Islamophobia within American politics.

[Jews For Racial & Economic Justice. \(2017\). Understanding Antisemitism: An Offering to our Movement. Jews For Racial & Economic Justice, 1.3.](#)

Part I: Background, Part II: Understanding Antisemitism, Part III: The Current Moment, Credits, Reading List, Glossary (p. 33-39), Resources.

[Kazi, N. \(2019\). Troubling Islamophobia: Redefining the Conversation on Anti-Muslim Violence. Political Theology Network.](#)

Without a sustained focus on material inequalities and repressive state power, the conversation on Islamophobia too easily slips into a mealy-mouthed appeal to diversity and tolerance.

[Kazi, N. \(2020\). Reform, Abolition, and Decoloniality: Framing Islamophobia. Political Theology, 21\(5\), 455–460.](#)

In this article the author talks about the issues in anti-Islamophobia scholarship and activities which includes reform, and abolition. Topics include "Radical Skin, Moderate Masks," "Islamophobia and Racism in America," and "Islamophobia, Race, and Global Politics" that explore flaws both in academia, and representational Muslim politics and advocacy, and policy practices.

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9.5: Audiovisual Resources

Acho, E. (2020). Race vs Religion w/Carl Lentz - Uncomfortable Conversations with a Black Man Ep. 7 [TV Series Episode]. uncomfortableconvos.com.

It's time to talk about race & religion. Carl Lentz, lead pastor of Hillsong East Coast, sits down with Emmanuel Acho to have an uncomfortable conversation about the role religion plays in fueling and/or killing racism.

National Education Association Center for Social Justice. (n.d.). A Social and Racial Justice Checklist for Safe, Healthy and Just Learning. NEA [edjustice](https://edjustice.org).

As we expand digital learning models, due to COVID-19, it's important to remember that students with disabilities, those without access to the internet, and LGBTQ, Black, brown and Indigenous populations are at higher risk of experiencing school closures more intensely. Regardless of the education delivery system during the pandemic, all students must be provided the care and attention and learning opportunities they are guaranteed and deserve. Ask yourself the following questions when planning or assessing digital instruction through a racial justice lens...

Smithsonian. (2018, January 30). Confronting the Past: Enslaved and Muslim in Early America (Season 2, Episode 17) [Audio podcast]. In Sidedoor. Smithsonian Institution.

Today, the U.S. population is about 1% Muslim, but in the late 1700s that number was likely closer to 5%. Who were these early Muslim Americans, where did they go, and why didn't we all learn about them in school? In this episode, we search for American history's missing Muslims, and explore their experience through the words of Omar ibn Said, an enslaved Muslim man in North Carolina whose one-of-a-kind autobiography still resonates today.

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9.6: Guides and Tools

Kazi, N. (2016, September 23). Teaching Against Islamophobia in the Age of Terror. *Chronicle of Higher Education*, 63(4), B25–B27.

The author reflects on Islamophobia and educating college students concerning their understanding of Islamophobia. She comments on the use of humility as an intellectual tool and comments on privilege theory. She suggests current events can be utilized as pedagogical opportunities and adjusting course content as needed. She talks about the importance of critical thinking even in times of terror and helping students think past the concept of the Other.

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CHAPTER OVERVIEW

10: Dis/ability and Neurodiversity

10.1: Terminology

10.2: Books at CCC- Print

10.3: Books at CCC- eBooks

10.4: Articles and Essays

10.5: Audiovisual Resources

10: Dis/ability and Neurodiversity is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

10.1: Terminology

[ADA National Network. \(n.d.\). Disability. *adata.org*.](#)

The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity. This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability but are regarded as having a disability.

[Baumer, N. & Frueh, J. \(2021, November 23\). What is neurodiversity? Harvard Health Publishing.](#)

Neurodiversity describes the idea that people experience and interact with the world around them in many different ways; there is no one "right" way of thinking, learning, and behaving, and differences are not viewed as deficits. ... Neurodiversity refers to the diversity of all people, but it is often used in the context of autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities.

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10.2: Books at CCC- Print

Grinker, R. R. (2021). *Nobody's normal : how culture created the stigma of mental illness*. W.W. Norton & Company.

"A compassionate and eye-opening examination of evolving attitudes toward mental illness throughout history and the fight to end the stigma. For centuries, scientists and society cast moral judgments on anyone deemed mentally ill, confining many to asylums. In *Nobody's Normal*, anthropologist Roy Richard Grinker chronicles the progress and setbacks in the struggle against mental-illness stigma-from the eighteenth century, through America's major wars, and into today's high-tech economy. Grinker infuses the book with the personal history of his family's four generations of involvement in psychiatry, including his grandfather's analysis with Sigmund Freud, his own daughter's experience with autism, and culminating in his research on neurodiversity. Drawing on cutting-edge science, historical archives, and cross-cultural research in Africa and Asia, *Nobody's Normal* explains how we are transforming mental illness and offers a path to end the shadow of stigma. The preeminent historian of medicine, Sander Gilman, calls *Nobody's Normal* "the most important work on stigma in more than half a century."

Schnitzer, A. E. (2018). *Diversity Includes Disability: perspectives on and history of the U-M council for disability concerns*. University of Michigan Press.

The U-M Council for Disability Concerns, established by then-UM President Harold Shapiro in 1983, has never had an official institutional history. In this Maize Book, the authors present perspectives on the Council from its inception to date. Rather than merely listing dates and facts, the work focuses on selected representative dynamic individuals who provide vibrant descriptions of different aspects of the Council. The intent of including these personal narratives is to portray the inspirational culture and atmosphere that have imbued and grown the Council throughout its existence. The Council has changed and enlarged its membership from its origins as a small, low-key group consisting primarily of faculty and staff engaged in the disability arena, to an organization that encompasses a diverse, cross-campus and local community membership, with an extensive mailing list, as well. The achievements of the Council over the years and the goals that it envisions for the future, we hope, will serve as a template for other institutions.

Scior, K. & Werner, S. (Eds.). (2016). *Intellectual disability and stigma : stepping out from the margins*. Palgrave Macmillan.

Toward understanding intellectual disability stigma : introduction / Katrina Scior -- Measurement methods to assess intellectual disability stigma / Shirli Werner -- How stigma affects the lives of people with intellectual disabilities : an overview / Nicole Ditchman, Kristin Kosyluk, Eun-Jeong Lee, and Nev Jones -- How stigma affects us : the voice of self-advocates / Dana Roth, Dorit Barak, and Heli Peretz -- Rarely seen, seldom heard : people with intellectual disabilities in the mass media / Rebecca Renwick -- Stigmatic representation of intellectual disability and termination of parental custody rights / Hanna Björg Sigurjónsdóttir and James G. Rice -- Self-stigma in people with intellectual disabilities / Rory Sheehan and Afia Ali -- Intellectual disability, stigma, and hate crimes / Mark Sherry and Anna Neller -- Interventions aimed at tackling intellectual disability stigma : what works and what still needs to be done / Shirli Werner and Katrina Scior -- Relationships matter : addressing stigma among children and youth with intellectual disabilities and their peers / Erik W. Carter, Elizabeth E. Biggs, and Carly L. Blustein -- Empowering people with intellectual disabilities to challenge stigma / Sian Anderson and Christine Bigby -- Tackling stigma in developing countries : the key role of families / Roy McConkey, Callista Kahonde, and Judith McKenzie -- The law as a source of stigma or empowerment : legal capacity and persons with intellectual disabilities / Janos Fiala-Butora and Michael Ashley Stein -- Intellectual disability, group identification, and self-evaluation / Jason Crabtree, William Mandy, and Hannah Mustard -- Epilogue / Katrina Scior and Shirli Werner.

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10.3: Books at CCC- eBooks

[Corcoran, C., White, J., & Whitburn, B. \(2015\). *Disability Studies : Educating for Inclusion*. Brill.](#)

Education systems worldwide will only successfully serve the needs of people with disability when we inclusively examine and address disabling issues that currently exist at school level education as well as further and higher education and beyond. The chapters contributing to this edited volume are presented to assist readers with a critical examination of contemporary practice and offer a concerted response to improving inclusive education. The chapters address a range of important topics related to the field of critical disability studies in education and include sections dedicated to Schools, Higher Education, Family and Community and Theorising. The contributors entered into discussions during the 2014 AERA Special Interest Group annual meeting hosted by Victoria University in Australia. The perspectives offered here include academic, practitioner, student and parent with contributions from Australia, New Zealand, Nigeria, the UK and the US, providing transnational interest. This book will appeal to readers who are interested in innovative theoretical approaches, practical applications and personal narratives. The Introduction by Professor Roger Slee (The Victoria Institute, Victoria University, Australia) and Afterword by Professor David Connor (City University of New York) provide insightful and important commentary.

[Kara, B. & Wilson, H. \(2022\). *Diverse Educators : A Manifesto*. University of Buckingham Press.](#)

Structured around the Equality Act and written collaboratively, *Diverse Educators: A Manifesto* aims to capture the collective voice of the teaching community and to showcase the diverse lived experiences of educators. The book is divided into ten chapters, one for each of the nine Protected Characteristics (Age; Disability; Gender Reassignment; Pregnancy and Maternity; Marriage and Civil Partnership; Race; Religion and Belief; Sex; Sexual Orientation) with a tenth chapter exploring intersectionality. Framed in theory and interweaving personal and professional narrative from over 100 contributors, this ground-breaking text responds to current and historic debates, while remaining accessible and solutions-focused, with high-quality input on practice, pedagogy, people management and policy. Each chapter shares provocations for the reader and for the school system on the changes we would collectively like to manifest in education.

[Ladau, E. \(2021\). *Demystifying Disability : What to Know, What to Say, and How to Be an Ally*. Ten Speed Press.](#)

People with disabilities are the world's largest minority, an estimated 15 percent of the global population. But many of us—disabled and nondisabled alike—don't know how to act, what to say, or how to be an ally to the disability community. *Demystifying Disability* is a friendly handbook on the important disability issues you need to know about, including:

- How to appropriately think, talk, and ask about disability
- Recognizing and avoiding ableism (discrimination toward disabled people)
- Practicing good disability etiquette
- Ensuring accessibility becomes your standard practice, from everyday communication to planning special events
- Appreciating disability history and identity
- Identifying and speaking up about disability stereotypes in media

Authored by celebrated disability rights advocate, speaker, and writer Emily Ladau, this practical, intersectional guide offers all readers a welcoming place to understand disability as part of the human experience.

[Mancilla, R. & Frey, B. A. \(2023\). *Guide to Digital Accessibility : Policies, Practices, and Professional Development*: Vol. First edition. Routledge.](#)

The collective depth and tenure of experience of the authors in advancing accessibility practice is truly exceptional. In practical terms, the organization of the book makes clear the work to be done and the imperative for doing it. It is about understanding the context for accessibility and making change happen in policy, practice, and professional development. At QM, our position is straightforward. A course is not quality unless it is accessible for all. This book represents the many ways our community is walking that talk. -- from the Foreword by Deb Adair, Executive Director of Quality Matters

Approximately 8.5% of the general population of the United States has a disability affecting their computer and Internet use, which translates to over 28 million

people in the U.S. alone whose disability impacts their access to digital content. Recent data indicates that around 19% of undergraduate students have a disability, yielding consequential implications for institutions of higher education. Regardless of disabilities or environmental constraints, educators have a legal and ethical responsibility to create online learning experiences that are accessible and usable by all learners. Addressed to higher education administrators, instructional designers, faculty developers, and faculty, this edited volume showcases the experiences and practices of Quality Matters institutions around the core tenets of digital accessibility, offering examples of policy, processes, practices, tools, and professional development. The contributors represent a carefully curated body of institution types and classifications to ensure that all readers can transfer concepts into the contexts of their respective institutions. The book situates the digital accessibility movement within the context of major federal legislation, such as the Americans with Disabilities Act of 1990. It traces the evolution of Web Content Accessibility Guidelines for online course design and professional development based on the Quality Matters framework. Subsequent chapters describe the evolution of accessibility policy development as a driver of organizational culture, as well as a continuum of course design practices that can be implemented to proactively develop inclusive instructional materials. The Guide concludes by identifying a myriad of professional development formats for fostering accessibility knowledge and skill acquisition, including asynchronous workshops, micro credentials, and train-the-trainer models, sharing evaluation protocols that foster continuous improvement. Written for practitioners by practitioners, this book addresses vital compliance issues and maps a range of proven practices that will enrich the learning experience of all learners in digital environments.

Parsons, R. (2016). *Learning Disabilities: Assessment, Management and Challenges*. Nova Science Publishers, Inc.

This book contains assessments, management options and challenges for individuals with learning disabilities. Chapter One reviews whether there is enough clinical-epidemiological evidence to support the definition of dyscalculia as a nosological category. Chapter Two examines current findings and scientific evidence that is needed to better understand metacognitive ability in higher education students with learning disorders. Chapter Three discusses the importance of hearing loss identification and rehabilitation, aimed at professionals across different disciplines and also as a starting point for those new to the audiology profession. Chapter Four details a piece of original qualitative research, designed to improve audiological issues for adults with learning disabilities and hearing loss who are supported by paid caregivers. Chapter Five focuses on the examination of the major deficits of reading in English and Chinese writing systems; reviews instructional methods to the sub-types of students with reading disabilities; and introduces recent developments in teaching programs for students with reading disabilities. Chapter Six discusses the impact of challenging behaviour on families and provides avenues for support. Chapter Seven shows the way Ariel University in Israel is dealing with the goal of giving students with learning disabilities an opportunity of being part of society and the academic world. Chapter Eight examines whether and to what extent academic institutions integrate students with high-functioning autism.

Wong, A. (2020). *Disability Visibility: First-Person Stories From the Twenty-First Century*. Vintage.

One in five people in the United States lives with a disability. Some disabilities are visible, others less apparent—but all are underrepresented in media and popular culture. Activist Alice Wong brings together this urgent, galvanizing collection of contemporary essays by disabled people, just in time for the thirtieth anniversary of the Americans with Disabilities Act. From Harriet McBryde Johnson's account of her debate with Peter Singer over her own personhood to original pieces by authors like Keah Brown and Haben Girma; from blog posts, manifestos, and eulogies to Congressional testimonies, and beyond: this anthology gives a glimpse into the rich complexity of the disabled experience, highlighting the passions, talents, and everyday lives of this community. It invites readers to question their own understandings. It celebrates and documents disability culture in the now. It looks to the future and the past with hope and love.

10.3: Books at CCC- eBooks is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

10.4: Articles and Essays

[Drwal, J. Looking Beyond Labels. \(2014, February 13\). Learning for Justice.](#)

Relying too heavily on labels blinds us to exceptions, individuality and uniqueness.

[Morning Shift. \(2016, March 7\). Why Police And Reporters Need To Think About Disability. WBEZ Chicago.](#)

Many recent victims of police violence, it turns out, have had disabilities, (including Eric Garner and Freddie Gray). ... Other examples abound.

[Nicole Baumer, N. & Frueh, J. \(2021, November 23\). What is neurodiversity? Harvard Health Publishing.](#)

This article defines and further explains neurodiversity.

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10.5: Audiovisual Resources

[American Documentary, Inc. & the WORLD Channel. \(2012-\). America ReFramed \[TV Series\]. The WORLD Channel.](#)

America ReFramed brings to life compelling stories, personal voices and experiences that illuminate the contours of our ever-changing country. Since 2012, the series has premiered 170 films - more than half helmed by female makers and a third credited to BIPOC makers - centering stories of the LGBTQ community, people with disabilities, the formerly incarcerated, veterans, immigrants and more.

[Bennett, K. \(2019, July 26\). Disability Rights Are Civil Rights \(S01, E08\) \[Audio podcast\]. In Pod for the Cause. The Leadership Conference on Civil and Human Rights.](#)

Podcast: Disability Rights are Civil Rights.

[National Education Association Center for Social Justice. \(n.d.\). A Social and Racial Justice Checklist for Safe, Healthy and Just Learning. NEA edjustice.](#)

As we expand digital learning models, due to COVID-19, it's important to remember that students with disabilities, those without access to the internet, and LGBTQ, Black, brown and Indigenous populations are at higher risk of experiencing school closures more intensely. Regardless of the education delivery system during the pandemic, all students must be provided the care and attention and learning opportunities they are guaranteed and deserve. Ask yourself the following questions when planning or assessing digital instruction through a racial justice lens.

[Morning Shift. \(2016, March 7\). Why Police And Reporters Need To Think About Disability. WBEZ Chicago.](#)

Many recent victims of police violence, it turns out, have had disabilities, (including Eric Garner and Freddie Gray). ... Other examples abound.

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CHAPTER OVERVIEW

11: Mental Health and Healing

- [11.1: Terminology](#)
- [11.2: Books at CCC- Print](#)
- [11.3: Books at CCC- eBooks](#)
- [11.4: Articles and Essays](#)
- [11.5: Audiovisual Resources](#)
- [11.6: Guides and Tools](#)

11: Mental Health and Healing is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

11.1: Terminology

[Centers for Disease Control and Prevention. \(2023 April\). About Mental Health. cdc.gov.](#)

Mental Health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices.

[Lebow, H. I. \(2023, January 21\). How Does Your Body Remember Trauma? psychcentral.com.](#)

There is a direct connection between mental and bodily health. "Trauma can be held in the body, leading to physical symptoms years later -- such as headaches, jumpiness, chronic pain, and dissociation. ... With the right support, healing is possible. Therapies that connect the body and mind -- like cognitive processing therapy (CPT), prolonged exposure (PE) therapy, and Eye Movement Desensitization and Reprocessing (EMDR) therapy -- can help..."

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11.2: Books at CCC- Print

Leary, J. D. (2005). *Post traumatic slave syndrome : America's legacy of enduring injury and healing*. Joy DeGruy Publications.

While African Americans managed to emerge from chattel slavery and the oppressive decades that followed with great strength and resiliency, they did not emerge unscathed. Slavery produced centuries of physical, psychological and spiritual injury. *Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing* lays the groundwork for understanding how the past has influenced the present, and opens up the discussion of how we can use the strengths we have gained to heal.

Satcher, D. (2022). *My quest for health equity : notes on learning while leading*. Johns Hopkins University Press.

"Dr. David Satcher is a former director of the Centers for Disease Control and Prevention, surgeon general, and a lifelong leader for civil rights and health equity. This is an inspiring and instructive look inside Satcher's career. The hard-won lessons of his experience will inspire those who champion health equity".

11.2: Books at CCC- Print is shared under a [CC BY-NC-SA](#) license and was authored, remixed, and/or curated by LibreTexts.

11.3: Books at CCC- eBooks

Menakem, R. (2017). *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Central Recovery Press.

In this groundbreaking book, therapist Resmaa Menakem examines the damage caused by racism in America from the perspective of trauma and body-centered psychology. The body is where our instincts reside and where we fight, flee, or freeze, and it endures the trauma inflicted by the ills that plague society. Menakem argues this destruction will continue until Americans learn to heal the generational anguish of white supremacy, which is deeply embedded in all our bodies. Our collective agony doesn't just affect African Americans. White Americans suffer their own secondary trauma as well. So do blue Americans—our police. *My Grandmother's Hands* is a call to action for all of us to recognize that racism is not only about the head, but about the body, and introduces an alternative view of what we can do to grow beyond our entrenched racialized divide. Paves the way for a new, body-centered understanding of white supremacy—how it is literally in our blood and our nervous system. Offers a step-by-step healing process based on the latest neuroscience and somatic healing methods, in addition to incisive social commentary.

Singh, A. A. (2019). *The Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing*. New Harbinger Publications.

A powerful and practical guide to help you navigate racism, challenge privilege, manage stress and trauma, and begin to heal. Healing from racism is a journey that often involves reliving trauma and experiencing feelings of shame, guilt, and anxiety. This journey can be a bumpy ride, and before we begin healing, we need to gain an understanding of the role history plays in racial/ethnic myths and stereotypes. In so many ways, to heal from racism, you must re-educate yourself and unlearn the processes of racism. This book can help guide you. The *Racial Healing Handbook* offers practical tools to help you navigate daily and past experiences of racism, challenge internalized negative messages and privileges, and handle feelings of stress and shame. You'll also learn to develop a profound racial consciousness and conscientiousness, and heal from grief and trauma. Most importantly, you'll discover the building blocks to creating a community of healing in a world still filled with racial microaggressions and discrimination. This book is not just about ending racial harm—it is about racial liberation. This journey is one that we must take together. It promises the possibility of moving through this pain and grief to experience the hope, resilience, and freedom that helps you not only self-actualize, but also makes the world a better place.

Walker, R. (2020). *The Unapologetic Guide to Black Mental Health: Navigate an Unequal System, Learn Tools for Emotional Wellness, and Get the Help You Deserve*. New Harbinger Publications.

An unapologetic exploration of the Black mental health crisis—and a comprehensive road map to getting the care you deserve in an unequal system. We can't deny it any longer: there is a Black mental health crisis in our world today. Black people die at disproportionately high rates due to chronic illness, suffer from poverty, under-education, and the effects of racism. This book is an exploration of Black mental health in today's world, the forces that have undermined mental health progress for African Americans, and what needs to happen for African Americans to heal psychological distress, find community, and undo years of stigma and marginalization in order to access effective mental health care. In *The Unapologetic Guide to Black Mental Health*, psychologist and African American mental health expert Rheeda Walker offers important information on the mental health crisis in the Black community, how to combat stigma, spot potential mental illness, how to practice emotional wellness, and how to get the best care possible in a system steeped in racial bias. This breakthrough book will help you: Recognize mental and emotional health problems Understand the myriad ways in which these problems impact overall health and quality of life and relationships Develop psychological tools to neutralize ongoing stressors and live more fully Navigate a mental health care system that is unequal It's past time to take Black mental health seriously. Whether you suffer yourself, have a loved one who needs help, or are a mental health professional working with the Black community, this book is an essential and much-needed resource.

Yarbrough, E. (2018). *Transgender Mental Health: Vol. First edition*. American Psychiatric Association Publishing.

Societal awareness of transgender and gender-nonconforming (TGNC) individuals is greater now than at any point in history, owing to the education of policy makers by advocacy organizations, the education of clinicians by research and scientific organizations, and the education of the general public by movies, television, and other media. However, most professional training programs for mental health professionals provide little to no education regarding gender diversity. *Transgender Mental Health* squarely addresses this deficit. This guide forgoes clinical jargon in favor of accessible, straightforward language designed to educate clinicians on how to address the basic needs of the TGNC community, thus increasing access to mental health care for TGNC individuals, which has been sorely lacking to this point.

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11.4: Articles and Essays

Bensimon, E. M. (2018, October 16). Reclaiming Racial Justice in Equity, Change: The Magazine of Higher Learning, 50(3-4), 95-98.

Reclaiming Racial Justice in Equity. Estela Mara Bensimon is Dean's Professor in Educational Equity and Founding Director of the Center for Urban Education. In 2017, she was elected to the National Academy of Education and presented with the 2017 Social Justice in Education Award by the American Education Research Association (AERA); she is the 2018 AERA Division J Research Award recipient. Her opinion pieces have been published in Inside Higher Education, Denver Post, Sacramento Bee, and Zocalo. In January 2018, Governor Jerry Brown appointed Dr. Bensimon to the Education Commission of the States.

Cadet, D. (2020, May 28). Your Black Colleagues May Look Like They're Okay — Chances Are They're Not. Refinery 29.

Let's cut to the chase. It's been a tough few days...weeks...months. For many people, working in the midst of a global pandemic has been difficult. For those of us fortunate enough to continue doing our jobs safely at home, we've had to somehow make ourselves look presentable for nonstop digital meetings, and had to learn how to be productive as the lines between our personal and professional lives continue to blur. We've run out of shows to stream, Instagram lives to watch, things to bake. We're confused and scared, and we don't know when any of this will be over. But there's a tale of two quarantines. Because while some Americans have been consumed by banana bread, others have had to navigate surviving a pandemic in a country they were never actually meant to live in.

Dillard, C. (2019, Fall). Black Minds Matter. Learning for Justice, 63.

Interrupting school practices that disregard the mental health of Black youth.

Duane, A., et al. (2021) Beyond deep breathing: A new vision for equitable, culturally responsive, and trauma-informed mindfulness practice. Middle School Journal, 52(3), 4-14.

To access the full article, contact the library using the widget at the top left of this page, or complete the this online form: <https://tinyurl.com/ytmvvrly> As the research on mindfulness expands to include school-based interventions, middle school educators across the country have implemented mindfulness in the classroom. However, similar to other social-emotional learning approaches, when implemented in the absence of cultural context and trauma-informed care, mindfulness can be weaponized. In this paper we describe how educators can facilitate mindfulness practice in the classroom in affirming, culturally responsive and trauma-informed ways. In doing so, we propose a new vision for how mindfulness can further equity work in schools.

Frye, D. (Reviewer). (2019, November 15). Radical Self-Care in the Face of Mounting Racial Stress. Psychology Today.

Cultivating hope through acts of affirmation. 5 Ways to Practice Radical Self-Care.

Ginwright, S. (2018, May 31). The Future of Healing: Shifting From Trauma Informed Care to Healing Centered Engagement. Medium.

Shifting From Trauma Informed Care to Healing Centered Engagement

Gorski, P. (2020). How Trauma-Informed Are We, Really? To fully support students, schools must attend to the trauma that occurs within their own institutional cultures. Educational Leadership, 78(2), 14-19.

The author offers insights on trauma-informed education and the initiatives that educators and schools may consider for the benefit of students suffering from trauma. Topics discussed include the need to acknowledge the

significant factors that contribute to student trauma, the identification of institutional culture and school policies that tend to produce traumatizing patterns, and the way educators may respond with concern to student trauma.

[Johnson, M. M. \(2020\). Self-Care: The Antidote to Compassion Fatigue. *Educational Leadership*, 78\(2\), 46–51.](#)

The article discusses how self-care may help prevent compassion fatigue and secondary traumatic stress (STS) among education leaders. Topics explored include the symptoms of compassion fatigue which range from sleep problems to depression, the categories of self-care such as emotional, cognitive, and spiritual, and the need to practice self-awareness and self-management to effectively navigate stress.

[Joseph, J. \(2022, February 16\). Healing Generational Trauma. *Yes! Magazine*.](#)

For Black and Indigenous communities, it takes more than therapy and medicine to tackle mental illness. We need a holistic approach.

[Minahan, J. \(2020\). Maintaining Relationships, Reducing Anxiety: During Remote Learning. *Educational Leadership*, 78\(2\), 20–27.](#)

The article discusses the support and assistance that teachers may extend to address student anxiety during the implementation of remote learning programs in the midst of the coronavirus disease 2019 (COVID-19) pandemic. Topics explored include the level of anxiety in students due to the disruption caused by the pandemic, the importance of maintaining healthy connection and communication between students and teachers, and the way teachers may validate the emotions of their students.

[Simmons, D. \(2020\). Confronting Inequity / The Trauma We Don't See. *Educational Leadership*, 77\(8\), 88–89.](#)

The article offers information on the trauma of inequality in the high-achieving Black students. Topics include unsafe neighborhood terrorized by violence of poverty & racist policies; effect of typical mental health sequelae of exposure to violence and adverse childhood events such as post-traumatic stress disorder, anxiety, depression and behavior problems; and trauma changes the biomarkers and brain structure in young people, results in violent behavior, suicidal tendencies & drug abuse.

[Simmons, D. \(2020\). Healing Black Students' Pain: If schools aren't addressing racism, they aren't fully addressing trauma. *Educational Leadership*, 78\(2\), 80–81.](#)

The author discusses the need for schools and educators to acknowledge the racism-related trauma of African American students. Topics explored include the level of anxiety which may be attributed to the increasing racist incidents affecting the African American community in the U.S., the mental and physical health impact of racism-related stress, and the need for educators to demonstrate commitment to racial justice to effectively teach students how to mitigate racial trauma.

[Wakeel, F., & Njoku, A. \(2021\). Application of the Weathering Framework: Intersection of Racism, Stigma, and COVID-19 as a Stressful Life Event among African Americans. *Healthcare*, 9\(2\), 145.](#)

The disproportionate impact of coronavirus disease 2019 (COVID-19) on African American communities necessitates an increased focus on the intersectional roles of racism, stigma, and other social determinants of health in influencing disease and mortality risk. The Weathering Framework is applied to demonstrate the dynamic interrelationships between these factors and to conceptualize COVID-19 as a stressful life event that will have profound health implications over the life course for African Americans. Recommendations for population health research, interventions and policies aimed at reducing COVID-19 incidence and mortality, and mitigation of the long-term impacts of the pandemic on communities of color are discussed. Keywords: health disparities; COVID-19/coronavirus; stigma; race/ethnicity; social determinants of health; Blacks/African Americans; racism; systemic racism

Wilson, A., & Richardson, W. (2020). All I Want to Say Is That They Don't Really Care About Us: Creating and Maintaining Healing-Centered Collective Care in Hostile Times. Occasional Paper Series, (43).

Too often educators (care-givers) are left to navigate toxic work environments without proper support to combat the systemic issues they face daily. Institutions of higher education have neglected to make the health and well-being of care-givers a priority. This failure continues to maintain and perpetuate the oppressive conditions that mirror trauma, pain and stress. The authors of this study extend Ginwright's (2018) healing centered engagement to conceptualize what they call healing centered collective care—a fugitive framework of care for the care-givers. Data was collected through two case studies and those generative themes are presented using testimonios from the authors.

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11.5: Audiovisual Resources

Abolitionist Teaching Network. (2020-2021). ATN - Teaching To Thrive [Audio podcast series]. [Captivate.fm](https://captivate.fm)

Teaching to Thrive is a podcast committed to sharing ideas that strengthen the everyday lives of Black and Brown students within our schools and communities. Each episode is aimed at empowering our knowledge for collective liberation.

Acho, E. (2020). Mental health doesn't discriminate with Lil Wayne - Uncomfortable Conversations with a Black Man Ep. 11 [TV Series Episode]. uncomfortableconvo.com.

5 time Grammy award winner, Lil Wayne, opens up for the first time ever about the details of his attempted suicide at age 12. Lil Wayne discusses his life long mental health struggles in a brave and vulnerable conversation with Emmanuel Acho. Listen as Wayne speaks with a transparency that we've never seen before. If you, or anyone else you know, has ever struggled with anxiety, depression, loneliness or any other mental health challenges - this is for you.

Bradford, J. H. (2019-). Therapy for Black Girls [Audio podcast series]. therapyforblackgirls.com

To be seen, to be heard, and to be understood. So often the stigma surrounding mental health issues and therapy prevents Black women from taking the step of seeing a therapist. This space was developed to present mental health topics in a way that feels more accessible and relevant.

Bradford, J. H. (2020, January 9). Session 21: How Racism Impacts Our Mental Health [Audio podcast]. In *The Therapy for Black Girls Podcast*. therapyforblackgirls.com.

The Therapy for Black Girls Podcast is a weekly conversation with Dr. Joy Harden Bradford, a licensed Psychologist in Atlanta, Georgia, about all things mental health, personal development, and all the small decisions we can make to become the best possible versions of ourselves. After the harrowing events in Charlottesville, VA this past weekend and the cumulative amount of racial stress and trauma that has occurred in our community, it felt important to discuss how racism impacts our mental health and ways you can continue to take care of yourself.

Bradford, J. H. (2020, January 9). Session 42: Race-Related Stress [Audio podcast]. In *The Therapy for Black Girls Podcast*. therapyforblackgirls.com.

The Therapy for Black Girls Podcast is a weekly conversation with Dr. Joy Harden Bradford, a licensed Psychologist in Atlanta, Georgia, about all things mental health, personal development, and all the small decisions we can make to become the best possible version of ourselves. This week's episode features Crystal Joseph, Licensed Clinical Professional Counselor, Licensed Professional Counselor, National Certified Counselor, & Board-Certified Case Manager. Crystal and I discussed what race-related stressors look like, stages of Wokeness, and how she works with her clients to manage some of these stressors including her use of music and pop culture.

Bradford, J. H. (2020, January 9). Session 134: The Impact of Racial Trauma [Audio podcast]. In *The Therapy for Black Girls Podcast*. therapyforblackgirls.com.

The Therapy for Black Girls Podcast is a weekly conversation with Dr. Joy Harden Bradford, a Licensed Psychologist in Atlanta, Georgia, about all things mental health, personal development, and all the small decisions we can make to become the best possible version of ourselves. Today we're joined by Licensed Psychologist Dr. Candice Nicole Hargons for a discussion about the work she has done and continues to do to arm Black people with incredible resources to work through racial trauma, how we can advocate for ourselves

and how that might look differently for each of us, and she offered tips for dealing with racism at work and school.

Bradford, J. H. (2020, July 1). Session 162: Processing Our Collective Grief [Audio podcast]. In *The Therapy for Black Girls Podcast*. therapyforblackgirls.com.

Much of what we've been experiencing in various ways over the past couple of months is grief. Grief related to the loss of loved ones, our previous way of life, and our ideas about what 2020 would look like. To help us dig a little deeper into what grief looks like given our current state of affairs, Dr. Ajita Robinson is back with us this week. Dr. Robinson and I chatted about our collective sense of grief, how our rituals around grief have been upended, the importance of processing symbolic losses, and her thoughts about the work that will need to be done on the other end of the pandemic.

Bradford, J. H. (2020, May 20). Session 156: Managing Loneliness [Audio podcast episode]. In *The Therapy for Black Girls Podcast*. therapyforblackgirls.com.

Our favorite friendship researcher, Dr. Marisa G. Franco is back with us this week to chat about managing loneliness. Dr. Franco and I chatted about the 3 different types of loneliness, how to tell if we're struggling with loneliness, and tips for overcoming loneliness.

Bradford, J. H. (2020, May 20). Session 156: Managing Loneliness [Audio podcast]. In *The Therapy for Black Girls Podcast*. therapyforblackgirls.com.

Our favorite friendship researcher, Dr. Marisa G. Franco is back with us this week to chat about managing loneliness. Dr. Franco and I chatted about the 3 different types of loneliness, how to tell if we're struggling with loneliness, and tips for overcoming loneliness.

Missouri Institute for Mental Health. (2013). *Deep, Dark Secret: A Closer Look at Mental Illness in the African American Community*. AVON.

Vetta Sanders-Thompson, PhD, and Jermaine Alberty, BSB/M, MDiv, will discuss the taboo subject of mental illness in the African American community. They will explore topics surrounding the causes of the illness, the reason for the secret, and the need to break the silence. Sanders-Thompson and Alberty will address major mental health issues in the African American community, their causes, their effects on physical health, and the taboos surrounding them. They will also discuss the role of the clergy in combating the stigma against mental illness, and Mental Health First Aid—an education program that helps the public identify, understand, and respond to signs of mental illnesses and substance use disorders.

TED. (2017). *The trauma of systematic racism is killing Black women. A first step toward change...* - T. Morgan Dixon & Vanessa Garrison [Video]. TED.

T. Morgan Dixon and Vanessa Garrison, founders of the health nonprofit GirlTrek, are on a mission to reduce the leading causes of preventable death among Black women -- and build communities in the process. How? By getting one million women and girls to prioritize their self-care, lacing up their shoes and walking in the direction of their healthiest, most fulfilled lives.

TEDx Talks. (2012, November 5). *How Studying Privilege Systems Can Strengthen Compassion: Peggy McIntosh at TEDxTimberlaneSchools* [Video]. Youtube.

Studying privilege systems can strengthen compassion and support social justice work.

TEDx Talks. (2014, October 16.) *Implicit Bias -- how it effects us and how we push through* | Melanie Funchess | TEDxFlourCity [Video]. Youtube.

This talk was given at a local TEDx event, produced independently of the TED Conferences. Everyone makes assumptions about people they don't know. Melanie will teach us to recognize these assumptions and work toward a common understanding. Ms. Melanie Funchess is currently employed by the Mental Health Association where she serves as the Director of Community Engagement. She is also involved in several community based coalitions and organizations such as the African American Leadership Development Program, African American Health Coalition, Black Women's Leadership Forum, Greater Rochester Parent Leadership Training Institute, the Mental Health Promotion Task Force, and the Neighborhood Consortium for Youth Justice. She is a founding member of the Coalition for the Beloved Community. The Coalition's mission is to serve as a "countywide movement to build a culture of peace; grounded in dignity and fed by hope". She is a devoted wife and mother of four children (two boys and two girls) three of whom experience mental/ emotional challenges. Her mission is to use her knowledge of systems and communities to create opportunities for youth and families to be empowered and successful and to break down the walls that separate us and build bridges to unite us as one community where every child is our own, we have front porch neighborhoods, and we use language that respects everyone.

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11.6: Guides and Tools

[Centers for Disease Control and Prevention. \(2023\). Mental Health: Tools and Resources. cdc.gov.](#)

The free and confidential resources below can help you or a loved one connect with a skilled, trained mental health professional.

[RESilience. \(2019, October\). Strategies to deal with racial stress and practice self-care. American Psychological Association.](#)

So, what can you do to mitigate racial stress?

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CHAPTER OVERVIEW

12: Appendix

Appendix: (Race & Ethnicity) Other recommended books

ist Writing Assessment Ecologies by Asao B. Inoue

en the World and Me by Ta-Nehisi Coates

Power by Charles V. Hamilton; Kwame Ture

nd Soul by Alondra Nelson

1 by Claudia Rankine

olor of Law by Richard Rothstein

olor of Success by Ellen D. Wu

lind: The Rise of Post-Racial Politics and the Retreat from Racial Equity by Tim Wise

racy in Black by Eddie S. Glaude

erent Mirror by Ronald Takaki

histle Politics by Ian Haney López

ed in Whiteness by Angelina E. Castagno

lay Antiracism by Mica Pollock (Editor)

hing You Wanted to Know about Indians but Were Afraid to Ask by Anton Treuer

nvention by Dorothy Roberts

re Next Time by James Baldwin

hite Folks Who Teach in the Hood... and the Rest of y'all Too by Christopher Emdin

#BlackLivesMatter to Black Liberation by Keeanga-Yamahtta Taylor

of Whiteness by Terrance MacMullan

st of Empire by Juan Gonzalez

part of Whiteness by Robert Jensen

story of White People by Nell Irvin Painter

apitalism Underdeveloped Black America by Manning Marable; Leith Mullings (Foreword by)

Does It Feel to Be a Problem? by Moustafa Bayoumi

lace Survived U.S. History by David R. Roediger

re Irish Became White by Noel Ignatiev

nizing the Academy by Devon A. Miheuah (Editor); Angela Cavender Wilson (Editor)

ligenous Peoples' History of the United States by Roxanne Dunbar-Ortiz

vention of the White Race by Theodore W. Allen

le Man, Got the Whole World Watching by Mychal Denzel Smith

aking of Asian America by Erika Lee

lm X by Manning Marable

al Apartheid by Harriet A. Washington

andmother's Hands by Resmaa Menakem

of the Model Minority by Joe R. Feagin; Rosalind S. Chou

ig the Planet by Jordan T. Camp (Editor); Christina Heatherton (Editor)

ssessive Investment in Whiteness by George Lipsitz

raumatic Slave Syndrome by Joy DeGruy

it by Monique Morris; Mankaprr Conteh (Foreword by); Melissa Harris-Perry (Foreword by)

.essons by Prentice T. Chandler

atters by Cornel West

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ers from a Different Shore by Ronald Takaki

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We Cannot Stop by Michael Eric Dyson

Can't Kill Us All by Wesley Lowery

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ing Racism - 4th Edition by Paul Kivel

ages of Whiteness by David R. Roediger; Mike Davis (Contribution by); Michael Sprinker (Contribution by)

g up White by Debby Irving

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Index

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