

EDUC/AFRS/URBS 255
Education as Liberation? Race, Representation, and Resistance
Fall 2023

Instructor Information and Course Communications

Contact Information

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Office hours: Tuesdays 12:30-2:30 pm and by appointment

Course Information

Days and times: Tuesdays and Thursdays, 10:30 -11:45 am
Room : Vogelstein 309

Required Texts:

- Kumashiro, K. (2012). *Bad Teacher! How Blaming Teachers Distorts the Bigger Picture*. Teachers College Press*
- Ytasha Womack (2013). *Afrofuturism – The world of Black Sci-fi and Fantasy Culture*. Lawrence Hill Books*
- Taylor, K. (2016). *From #Blacklives to Black Liberation*. Haymarket books
- Diangelo, R. (2018). *White Fragility: Why It's so hard for white people to talk about racism*
- Zia, H. (2000). *Asian American Dreams: The emergence of an American People*
- Sanchez, E. (2019). *I am not your perfect Mexican Daughter* (novel)
- *There There* (2019) by Tommy Orange (Novel)
- Senna, Danzy. (1999). *Caucasia*. Penguin.
- Okarafor, N. (2015). *Binti* (Novel)*
- Butler, O. (2004). *Kindred* (Novel)*
- Craft, J. (2019). *New Kid* (Novel)*

*Denotes texts everyone will read together

Course Description:

Is Education Liberation? Using Critical race, Afrofuturist, Indigenous, Critical disability studies and Black feminist theoretical lens', this class explores that question through scholarly journal articles, popular texts, novels and experiential learning. In the first half of the class, we will discuss texts from the critical perspectives cited above. You will learn about race as it is mediated by and intersected with a variety of other identities - class, ability, sexuality, religion, culture etc. In the second half of the course, you will be asked to engage in the process of intra and intergroup dialogue by working through caucus groups and dialoguing about how race has impacted your experiences as a person and as a student. Most importantly, you will learn what it means to do anti-racist work and to become a coalition builder/ally across racial differences. Please note, this class discusses race in a variety of settings with emphasis at the college level. Although we will discuss texts and experiences that situate the K-12 context, it will not be our primary focus.

Electronic Use

The use of cell phones is prohibited in class. Please put them away when you get to class. If you are expecting an important call or you have an emergency, let me know when you get to class. Otherwise, the continued use of your cell phone in class will negatively impact your participation grade.

Laptops and other assistive technologies may be used during class when we reference readings and to take notes. If I detect that you are using these technologies for purposes other than engaging with the course content and materials, your grade will be negatively impacted.

Email Communication

You are encouraged to check your email regularly. When emailing students in our course directly, please observe email etiquette (use only for business related to the class or when you have the permission of the receiver).

In emails to the instructor, please always include the course title (EDUC/AFRS/URBS 255) and section number in the subject line and a keyword of the nature of your query and allow 24 hours for me to respond to your message during the work week. Do not expect immediate replies on weekends, breaks, or public holidays. Please do not email with casual questions about assignments or course policies that are explained on the syllabus, can be asked in class, can be answered by your classmates, or are easily addressed in a conversation before/after class meetings. Also, I do not teach via email. If you miss a class, IU will not teach you the material online. Because of the dialogic nature of the class, that is not possible. It is every student's responsibility to find out about missed material by coming to office hours, and/or otherwise engaging the professor and fellow classmates. Email communication should be conducted in a formal manner, similar to how you would write other business-style emails. Please use appropriate capitalization, spell out words completely, and sign your name. Always include appropriate greetings (Dear Dr. XX or Dear Professor XX) and salutations.

Accommodations

I continually strive to implement accessibility features for all students and Universal Design for Learning (UDL) is a part of that journey. Using UDL is active and ongoing so please feel free to share how the course could be more accessible for you and share any suggestions for implementing change. This search for accessibility is a community project and we will all need to participate to realize this goal.

Academic accommodations are available for students registered with the Office for Accessibility and Educational Opportunity (AEO). Students in need of disability (ADA/504) accommodations should schedule an appointment with us early in the semester to discuss any accommodations for this course that have been approved by the Office for Accessibility and Educational Opportunity, as indicated in your AEO accommodation letter.

Textbook Accessibility and Affordability

Vassar students often report challenges accessing and affording required course materials. The College is committed to ensuring that every student can participate fully in the curriculum, regardless of financial need. The [Movement for Affordable Textbooks \(MAT\)](#) website highlights a variety of resources – financial, library, departmental, and peer-to-peer – that can help [students](#) navigate the costs of textbooks and other materials.

PEDAGOGICAL STYLE

I think it is my responsibility to practice what I preach as best as possible. While learning content is important, the process of making meaning of that content is equally as important. Thus, the guiding pedagogical principles of this class are based on praxis (critical reflection on how theory applies to practice), learner centered discussion (learning from each other as well as giving of ourselves to the group), and the idea that all people bring expertise and knowledge based on their life experiences (often reflected when we do peer critique).

Throughout the course, we intend to employ and model a type of pedagogy that has proved over years to be very effective. It is one that promotes equitable participation, allows for deep reflection on the texts and theories, and engages student experiences in the learning process.

VASSAR GRADING POLICY¹:

GRADE REPRESENTATIONS

A student's standing in college and the requirements for graduation are determined by a dual standard, one of quality and the other of quantity. The quality of the work is measured by the quality points and the grade average, the quantity is measured by the units completed. The semester and cumulative grade averages are based on the ratio of the total number of quality points received to the total number of grade units elected at Vassar.

A indicates achievement of distinction. It involves conspicuous excellence in several aspects of the work.

B indicates general achievement of a high order. It also involves excellence in some aspects of the work, such as the following: completeness and accuracy of knowledge, sustained and effective use of knowledge, independence of work and originality.

C indicates the acceptable standard for graduation from Vassar College. It involves in each course such work as may fairly be expected of any Vassar student of normal ability who gives to the course a reasonable amount of time, effort, and attention. Such acceptable attainment should include the following factors: familiarity with the content of the course; familiarity with the methods of student of the course; evidence of growth in actual use both of content and method; full participation in the work of the class; evidence of an open, active, and discriminating mind; and the ability to express oneself in intelligible English.

C-, D+, and D indicate degrees of unsatisfactory work, below standard grade. They signify work which in one or more important respects falls below the minimum acceptable standard for graduation, but which is of sufficient quality and quantity to be counted in the units required for graduation. (Work evaluated as F may not be counted toward degree.)

Total points for this course equal 100. The grading scale is noted below:

A	93-100
A-	90-92
B+	87-89
B	83-86

¹ Directly quoted from: Evaluation of work, Vassar 2008-2009 Catalogue, p. 56.

B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	68-69
D	65-67

Additional Resources:

Counseling Center (counseling.service.vassar.edu, 845-437-5700)

Health Service (healthservice.vassar.edu, 845-437-5800)

Charlotte Strauss-Swanson, SAVP (Sexual Assault and Violence Prevention) director (savp.vassar.edu, 845-437-7863).

SART (Sexual Assault Response Team) advocate, available 24/7 by calling the CRC at 845-437-7333

Writing Center

Visit the writing center, located in the library at any point during your writing process and for all assignments. Getting feedback benefits writers at all skill levels. To make an appointment visit mywco.com/vassar.

Librarians

The librarian for Education is Melanie Maskin. She is fantastic! Please email her with any questions you have about research. Her email is mmaskin@vassar.edu.

Assignments

1. Attendance and Participation 20%
2. Testimonio..... 15%
3. Binti and Kindred Reflection Papers 10 % x 2 = 20%
4. Group Policy Brief 20%
5. Intragroup reading 10%
6. Semester long Final Reflection.....15%

Attendance and Informed Participation (20%)

Active participation in class meetings – dialogue sessions – is the centerpiece of student experience and learning in the course. Consistent attendance and thoughtful preparation before class meetings is required – including completing assigned readings, out of class exercises, and/or writing. I recognize that active engagement and learning styles may differ across individuals. Quantity of talk is not in itself the basis for evaluating participation; the quality of input and depth of reflection together with demonstration of active listening are more important components of dialogue.

Attendance is important for your grade, your progress, and your experiences in the course. It also greatly contributes to other’s experiences. Therefore, I strongly encourage you to attend every class and to attend even if you have not completed the assignment for the day. Each student will be allowed one

absence, for whatever reason. Absences beyond one class meeting will adversely affect your participation letter grade. Please do not come to class late. If you are late for more than two days, your participation grade will be adversely affected and your lateness will be cumulatively counted as one absence.

I would appreciate hearing from you if you will be absent if at all possible. In addition, please be advised that lateness is discourteous and disruptive, and points will be taken off for lateness and early departure. Further, in order to promote a quality dialogue, it is expected that everyone will exhibit the utmost attention, as this is required to build trust with the participants of this dialogue. Attentiveness is part of your participation grade.

Testimonio Part I (15%)

Pre-Thinking Questions:

Family: How do your parents/guardians racially or ethnically identify? Where did your parents/guardians grow up? What exposure did they have to racial groups other than their own? (Have you ever talked about this with them?) What messages did they convey (as explicit or implicit speech) about the role/importance of race?

Neighborhood: What was the racial make-up of your neighborhood? What was your first significant encounter with someone from another race? What was your first awareness of race? Where and when (describe the situation) did you hear your first racial epithet?

K12: What was the racial make-up of the K12 schools that you attended? Thinking about the curriculum (particularly social studies), what, if anything, do you recall being conveyed about race? What racial slurs do you recall? How were racial groups organized (formally and informally) on campus? In what ways did racial groups socialize (friendships, dating, etc.) on campus?

College: What is the racial make-up of your friend/social group here at Vassar? Thinking about the curricula in your various courses, what, if anything, is conveyed about race? What experiences (if any) with racism have you had or witnessed on campus or in the community? How are racial groups, in your experience, organized on campus (in Gordon Commons, the Retreat, housing, student organizations)?

Defining experience: What was the most important image, encounter, etc. that you've had regarding race and how has it affected your beliefs, actions, and decisions going forward?

Concluding statement: Based on your past experiences with race (and racism), how do you presently think about race? What is its importance and significance? How much does race matter and in what ways does race matter? How do you define racism?

According to Huber 2009, "Furthermore, I use *testimonio* acknowledging similar strategies for documenting life experiences such as life histories, autobiographies, documentaries, and counterstories, yet agree with Delgado Bernal et al. that *testimonio* can be used as not only method, but methodology. *Testimonio* in this study is used to shape a methodology which departs from the Eurocentricity of traditional educational research, guided by an anti-racist and anti-hierarchical agenda". For this assignment, I ask that you write your *testimonio* following the guidelines below:

- select very specific moments to share, moments that when seen together, communicate a larger truth about who you are, what you believe and how you came to believe as you do
- you often learn more about yourself because it is, at heart, an opportunity to reflect on your life, see patterns, and make meaning of your experiences.

In the case of this assignment, the story that you want to share is your journey to your present understanding about race and racism. This *testimonio* might address all or only some of the questions from the pre-thinking exercise. The exercise is meant to help you identify important moments that you

might want to include in your racial theoretical framework. It should, though, tell us the story about how you think about race and racism (how you define them and what you see as their importance) and how you came to that understanding. The stories that you tell about your life should lead the reader to a deeper understanding of how you got to where you are now in your thinking about race and racism.

Be selective in the stories that you share. Your testimonio should be 3-5 double-spaced pages. Due in written form by midnight on September 14, 2023.

Testimonio Part II

You will select a section of your testimonio to share in class with the entire class. I know this may be terrifying but it is important that as part of our process we begin to get to know each other through story-telling. Vulnerability is an important part of this class and this assignment allows you the opportunity to begin to share how you have come to understand race/racism.

You will have 3-5 minutes to share your testimonio. Other members of the class will take notes so they may ask questions after everyone has shared.

Book Reflection Papers (20%)

There are four books you will read for this class. Please complete reflections on each of them in the variety of formats being asked of you below:

Traditionally written papers:

- Binti
- Kindred

These reflections should be 1-3 pages in length and should address the following:

- What are the main points of this reading (focus on concepts, ideas, and theme, not on individual facts)?
- Was anything unclear or confusing to you?
- What was new to you, and did it change the way you think about or perceive race and identity?
- Was there anything you would like to explore further or find out more about?
- Describe at least one connection between the theoretical readings we have been doing in class and this narrative based text
- Give at least one specific example of an aspect or experience in your personal life that is related to the reading.

Group Policy Brief: (20%)

- Bad Teacher and New Kid

Choose a topic that you saw raised in New Kid or Bad Teacher or that you are interested in exploring as it relates to schooling and race. Kumashiro makes recommendations in his text but what would you do about the issues raised? What are Kumashiro and Craft saying about schools and how do you propose changes are made through policy? What policies might you want to see implemented in schools to address the issues in each book or in your own schooling experience at the local, state and federal levels? This policy brief should be 7-10 pages in length, a co-authored project with pre-assigned groups. Details about how to write a policy brief will be provided.

Intragroup Reflection Presentation (10%)

Each of you will read a text that will help situate your intragroup relationships. Each text is written by an author who has spent time analyzing a particular identity group. You are **each** expected to write a 250 word moodle reflection and to discuss collectively with your intragroup in class what this experience was like for your group:

- 1) How and why you connected (did not connect) to the text
- 2) What was difficult for you about the text/experiences as discussed by the author
- 3) If you did not connect to the text or you do not think the text represented your experiences well, why do you think that is?
- 4) What new insights do you now have about yourself as a result of reading this text?
- 5) What new insights have you gained about structural racism and its relationship to personal experiences

Due in class at the first intragroup session October 26, 2023. The assignment will be peer edited/reviewed. A rubric will be provided

Semester Long Final Reflection Paper (15%)

1. Building Alliances: At the end of our last classes, we had a start to a discussion on building alliances.

- a. What does it mean to build alliances? How do you do it? Who can do it? What's the role of action?
- b. How can you build alliances across differences? Where does your privilege exist? What are concrete actions you can do in your privilege to advocate for those who have marginalized identities?

2. You and the Group

- a. What were your hopes and fears for this class, how were those hopes and fears met or not met in this group, and why?
- b. How would you describe the group in terms of quality of interactions, sharing feelings and perspectives, feeling of trust, sense of community, asking difficult questions and working with disagreements or conflicts? Did that change over time?

3. Learning about Racial/Ethnic Identity, Racism,

- a. Describe your understanding of your own racial/ethnic identity before you entered the class, and how you understand it now that the class has ended.
- b. What insights have you gained about the advantages and disadvantages available to you and others based on your social group membership(s)? What did you learn about how race impacts relations?

4. Exploring Differences and Disagreements

- a. Describe a disagreement or difference of perspectives that occurred during the various dialogues that was significant for you.
- b. What were the different viewpoints and feelings during the episode? What role did individuals' social identities play in the dialogue at this point? How did this particular disagreement or difference affect the group?

- c. What were your own views and feelings on the topic? What choices did you make about how you wanted to participate in this conversation and why? What did you learn about yourself in this disagreement that you will take with you in future interaction?

5. Looking Back, Moving Forward

- a. What intergroup relations skills have you learned (e.g., communicating with others, feeling and showing empathy for others, staying in dialogue when experiencing conflict with others, taking risks, and so on)? What aspects of the course contributed the most to this learning?
- b. Looking ahead, how do you see yourself applying your learning to your life on campus and society at large? Describe a specific situation in which you hope to apply these skills and/or where you have already begun to apply these skills outside of class.

6.) What are the biggest takeaways that you will bring with you as you leave this class? About race? About gender? About society? About yourself?

Readings and Assignments

Day	Focus/Readings	Assignments Due
8/29	<ul style="list-style-type: none"> ● Dialogue vs. Debate ● Group Guidelines/ Norms ● Empathetic listening ● Introductory Forms 	
	CRITICAL RACE THEORY	
8/31	<p>Tate IV, W. F. (1997). Chapter 4: Critical race theory and education: History, theory, and implications. <i>Review of research in education</i>, 22(1), 195-247. READ ONLY pages 195-216</p> <p>Tatum, B.D. (1997). Defining Racism: "Can we talk?" In "Why are all the Black kids sitting together in the cafeteria: And other conversations about race (pp. 3-28).</p>	
9/5	Ladson-Billings (2021). Critical Race Theory in Education: A	

	<p>Scholar's Journey. Teachers College Press pg. EXCERPT - Introduction pgs. 1-13 Huber, L. P. (2009).</p> <p>Disrupting apartheid of knowledge: Testimonio as methodology in Latina/o critical race research in education. <i>International Journal of Qualitative Studies in Education</i>, 22(6), 639-654</p>	
	<p>Afro-Pessimism? AFRO-FUTURISM! AFRICANFUTURISM!</p>	
9/7	<p>Womack, Y (2013). <i>Afrofuturism: The World of Black Sci-Fi and Fantasy Culture</i>, "Introduction" and "Evolution of a Space Cadet," pgs. 1-38</p>	<p>Testimonio in class</p>
9/12	<p>Teranishi, R. T., Behringer, L. B., Grey, E. A., & Parker, T. L. (2009). Critical race theory and research on Asian Americans and Pacific Islanders in higher education. <i>New Directions for Institutional Research</i>, 2009(142), 57-68.</p>	<p>Testimonio in class</p>
9/14	<p>Okarafor, N. (2015). Binti. Tor Books. pgs 1-45</p> <p>Erevelles, N. (2014). Crippin' Jim Crow: Disability, dis-location, and the school-to-prison pipeline. In <i>Disability incarcerated</i>(pp. 81-99). Palgrave Macmillan, New York.</p>	<p>Testimonio paper due</p>
9/19	<p>Okarafor, N. (2015). Binti. Tor Books. Pgs.46-96</p>	<p>Observation by Allison Karcher, Researcher</p>

	<p>Womack, Y (2013). <i>Afrofuturism: The World of Black Sci-Fi and Fantasy Culture</i>, "Project Imagination" and "Mothership in the key of Mars" pgs. 39-76</p> <p>Hooks, b. (1994). <i>Black Looks: Race and Representation</i> (Chapter 1: Loving Blackness as Political Resistance)</p>	
	INTERSECTIONALITY	
9/21	<p>Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against women of color. <i>Stanford Law Review</i>. JSTOR</p> <p>Nash, J. C. (2008). Re-thinking Intersectionality. <i>Feminist Review</i>, 89, 1, 1-15</p>	
9/26	<p>Erevelles, N., & Minear, A. (2010). Unspeakable offenses: Untangling race and disability in discourses of intersectionality. <i>Journal of Literary & Cultural Disability Studies</i>, 4(2), 127-145.</p> <p>Bilge, S. (2013). INTERSECTIONALITY UNDONE: SAVING INTERSECTIONALITY FROM FEMINIST INTERSECTIONALITY STUDIES. <i>Du Bois Review</i>, 10(2), 405-424. doi:http://dx.doi.org/10.1017/S1742058X13000283</p>	Response to Binti
	RACE, TEACHERS, AND YOUTH IN K-12 SETTINGS	
9/28	<p>Kumashiro (2012). <i>Bad Teacher: How Blaming Teachers Distorts the Bigger Picture</i>. Teachers College Press, NY Pgs. 1-45</p>	Vassar in the Archives- Debra Bucher and Melanie Maskin

	New Kid, pgs. 1-64	
10/3	Kumashiro (2012). <i>Bad Teacher: How Blaming Teachers Distorts the Bigger Picture</i> . Teachers College Press, NY Pgs. 46-89 New Kid, pgs. 65-129	
10/5	Derman-Sparks, Tanaka Higa, C. and Sparks, B. (nd). <i>Children, race and racism: How race awareness develops</i> . (pp. 1-21) New Kid, pgs. 130-194	
10/10	Kohli,R.(2012).Teachers, please learn our names!: Racial microaggressions and the K-12 classroom. <i>Race, Ethnicity and Education, 15(4)</i> , 441-462. New Kid, pgs. 194-256	Policy Brief Based on New Kid and Kumarishiro
10/12	OPEN	
10/13-10/22	SPRING BREAK	
	INTRAGROUP DIALOGUE ABOUT RACE	
10/24	Discussion of Intragroup Selections <ul style="list-style-type: none"> - Why were these books selected? - What should you look for as you read? - What should you look for as you dialogue? 	
10/26	Caucus/Intra-group/Affinity Readings	Moodle post on Intragroup Reading Due

	Latinx Caucus Multiracial Caucus Indigenous Caucus White caucus Black Caucus Asian Caucus Other	
10/31	Caucus/Intra-group/Affinity	
11/2	Caucus/Intra-group/Affinity Conferencing	Intragroup Conferencing in Class Observation by Allison Karcher, Researcher
	INTERGROUP DIALOGUES ABOUT RACE AND THE FUTURE	
11/7	Kindred pgs. 9-107	
11/9	Kindred pgs. 108-264	
11/14	Womack, Y (2013). <i>Afrofuturism: The World of Black Sci-Fi and Fantasy Culture</i> , "The Divine Feminine in Space," "Pen My Future", and "Moonwalkers in Paint and Pixels" pgs. 99-150	
11/16	Chatterjee (2009) Transforming Pedagogies Imagining, Internationalist/Feminist/Antiracist Literacies. In <i>Activist Scholarship: Antiracism, feminism and social change</i> by Julia Sadbury and Margo Okawaw-Rey (Eds). Paradigm Publishers: Boulder, C.O.	IGD Conference with Special Speaker Julie Mango
11/21	OPEN	
11/23	THANKSGIVING BREAK	
	ALLYSHIP, COALITIONS, CO-CONSPIRATORS	

11/28	<p>Ayvazian, A. (2004). Interrupting the cycle of oppression: the role of allies as agents of change. In P.S. Rothenberg (Ed.), Race, class, and gender in the united states: an integrated study (pp. 598-604). New York: Worth Publishers.</p> <p>Harro, B. (2000). The Cycle of Liberation. In Adams et. al. Readings for Diversity and Social Justice.</p> <p>Tips for Building Effective Coalitions, AAUW (Handout)</p>	<p>Kindred Response Due</p> <p>In Class Listen to Okarafor Allyship Podcast</p> <p>Observation by Allison Karcher, Researcher</p>
11/30	<p>Lorde. A. (1981). The Uses of Anger. The feminist Press, 25, .5, 278-285.</p> <p>Engler, M. and Engler, P. (2016). The Act of Disruption: How Nonviolent Revolt is Shaping the 21st century, Nation Books, New York (Chapter 6 - 143-169).</p>	
12/5	Closings/Celebration	

Reflection Paper due on 12-12-23

Additional Readings

- Bey, M. (2017). The trans*-ness of blackness, the blackness of trans*-ness. TSQ: Transgender Studies Quarterly, 4 (2), 275-295
- Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor.
- Noble (2009), Strange sisters and Odd Fellows: Trans-Activisms as Antiracist Pedagogy. In Activist Scholarship: Antiracism, feminism and social change by Julia Sadbury and Margo Okawaw-Rey(Eds). Paradigm Publishers: Boulder, C.O.

- Omatsu, G. (2009). Linking “Book Knowledge” to “Lived Experience” Incorporating Political Tours of Our Communities into Classrooms. In *Activist Scholarship: Antiracism, feminism and social change* by Julia Sadbury and Margo Okawaw-Rey (Eds). Paradigm Publishers: Boulder, C.O.

Indigenous/American Indian:

Mandatory

- *There There* (2019) by Tommy Orange (Novel)

Optional

- Derman-Sparks, L., & Olsen Edwards, J. (2010). Learning about racial identity and fairness. In *Anti-bias education for young children and ourselves* (pp. 77-87). Washington, D.C.: National Association for the Education of Young children.
- Horse, P.G. (2001). Reflections on American Indian identity. In C.L. Wijeyesinghe & B.W. Jackson III (Eds.), *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 91-107). New York, NY: New York University Press.
- Anzaldúa, G.E. (2000). Allies: An interview in Santa Cruz, California, November 26, 1993. In M. Adams, W.J. Blumenfeld, Castañeda, Hackman, H.W., Peters, M. L. , & Zúñiga, X. (Eds.), *Readings for diversity and social justice* (pp. 475-477). New York, NY: Routledge.
- Sherover-Marcuse, R. (2000). Working assumptions and guidelines for alliance building. In M. Adams, W.J. Blumenfeld, Castañeda, Hackman, H.W., Peters, M. L. , & Zúñiga, X. (Eds.), *Readings for diversity and social justice* (pp. 486-487). New York, NY: Routledge.
- Derman-Sparks, L., & Olsen Edwards, J. (2010). Learning about racial identity and fairness. In *Anti-bias education for young children and ourselves* (pp. 77-87). Washington, D.C.: National Association for the Education of Young children.
- Abu El Haj, T. (2008). Arab visibility and invisibility. In M. Pollock (Ed.), *Everyday anti-racism: Getting real about race in school*. (pp. 174-179). New York, NY: New Press.
- Ajrouch, K.J. (2004). Gender, race, and symbolic boundaries: Contested spaces of identity among Arab American adolescents. *Sociological Perspectives*, 47(4), 371-391.
- Anzaldúa, G.E. (2000). Allies: An interview in Santa Cruz, California, November 26, 1993. In M. Adams, W.J. Blumenfeld, Castañeda, Hackman, H.W., Peters, M. L. , & Zúñiga, X. (Eds.), *Readings for diversity and social justice* (pp. 475-477). New York, NY: Routledge.
- Sherover-Marcuse, R. (2000). Working assumptions and guidelines for alliance building. In M. Adams, W.J. Blumenfeld, Castañeda, Hackman, H.W., Peters, M. L. , & Zúñiga, X. (Eds.), *Readings for diversity and social justice* (pp. 486-487). New York, NY: Routledge.
- Jaime, A., & Rios, F. (2006). Negotiation and resistance amid the overwhelming presence of Whiteness: A Native American faculty and student perspective. *Taboo*, Fall-Winter, 37-54.
- Hill, J.S., Kim, S., & Williams, C.D. (2010). The context of racial microaggressions against indigenous peoples. In D.W. Sue (Ed.), *Microaggressions and marginality: Manifestation, dynamics, and impact* (pp. 105-122). Hoboken, New Jersey: Wiley.
- Williams, D. (2006). Patriarchy and the “Fighting Sioux”: A gendered look at racial college sports nicknames. *Race, Ethnicity and Education*, 9(4), 325-340.

Asian/Asian American/ Pacific Islander (API):

Mandatory

- Zia, H. (2000). *Asian American Dreams: The emergence of an American People*

Optional

- Derman-Sparks, L., & Olsen Edwards, J. (2010). Learning about racial identity and fairness. In *Anti-bias education for young children and ourselves* (pp. 77-87). Washington, D.C.: National Association for the Education of Young children.
- Kim, J. (2001). Asian American identity development theory. In C.L. Wijeyesinghe & B.W. Jackson III (Eds.), *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 67-90). New York, NY: New York University Press.
- Anzaldúa, G.E. (2000). Allies: An interview in Santa Cruz, California, November 26, 1993. In M. Adams, W.J. Blumenfeld, Castañeda, Hackman, H.W., Peters, M. L. , & Zúñiga, X. (Eds.), *Readings for diversity and social justice* (pp. 475-477). New York, NY: Routledge.
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Black:

Mandatory

- Taylor K. (2016). *From #BlacklivesMatter to Black Liberation*

Optional

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- Optional (excerpt from book given to faculty at retreat): Aries, E. with Berman, R. (2013). Racial insults. In *Speaking of race and class: The student experience at an elite college* (pp. 59-78). Philadelphia, PA: Temple University Press.
- Optional: Stereotype threat: Steele, C. (1999, August). Thin ice: Stereotype threat and Black college students. *The Atlantic*. Retrieved from <http://www.theatlantic.com/magazine/archive/1999/08/thinice-stereotype-threat-and-black-college-students/304663>.
- Optional: Stereotype management: McGee, E.O., & Martin, D.B. (2011). "You would not believe what I have to go through to prove my intellectual value!" Stereotype management among academically successful Black mathematics and engineering students. *American Educational Research Journal*, 48(6), 1347-1389.

Latinx:

Mandatory

Sanchez, E. (2019). I am not your Perfect Mexican Daughter

Optional

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- Anzaldúa, G.E. (2000). Allies: An interview in Santa Cruz, California, November 26, 1993. In M. Adams, W.J. Blumenfeld, Castañeda, Hackman, H.W., Peters, M. L. , & Zúñiga, X. (Eds.), *Readings for diversity and social justice* (pp. 475-477). New York, NY: Routledge.
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Arab/Arab American:

Let us discuss book choice

- Derman-Sparks, L., & Olsen Edwards, J. (2010). Learning about racial identity and fairness. In *Anti-bias education for young children and ourselves* (pp. 77-87). Washington, D.C.: National Association for the Education of Young children.
- Abu El Haj, T. (2008). Arab visibility and invisibility. In M. Pollock (Ed.), *Everyday anti-racism: Getting real about race in school*. (pp. 174-179). New York, NY: New Press.
- Ajrouch, K.J. (2004). Gender, race, and symbolic boundaries: Contested spaces of identity among Arab American adolescents. *Sociological Perspectives*, 47(4), 371-391.
- Anzaldúa, G.E. (2000). Allies: An interview in Santa Cruz, California, November 26, 1993. In M. Adams, W.J. Blumenfeld, Castañeda, Hackman, H.W., Peters, M. L. , & Zúñiga, X. (Eds.), *Readings for diversity and social justice* (pp. 475-477). New York, NY: Routledge.
- Sherover-Marcuse, R. (2000). Working assumptions and guidelines for alliance building. In M. Adams, W.J. Blumenfeld, Castañeda, Hackman, H.W., Peters, M. L. , & Zúñiga, X. (Eds.), *Readings for diversity and social justice* (pp. 486-487). New York, NY: Routledge

Multi-racial:

Mandatory: Any book that you think is relevant to your experiences

- Derman-Sparks, L., & Olsen Edwards, J. (2010). Learning about racial identity and fairness. In *Anti-bias education for young children and ourselves* (pp. 77-87). Washington, D.C.: National Association for the Education of Young children.
- Wijeyesinghe, C.L. (2001). Racial identity in multiracial people. In C.L. Wijeyesinghe & B.W. Jackson III (Eds.), *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 129-152). New York, NY: New York University Press.
- Anzaldúa, G.E. (2000). Allies: An interview in Santa Cruz, California, November 26, 1993. In M. Adams, W.J. Blumenfeld, Castañeda, Hackman, H.W., Peters, M. L. , & Zúñiga, X. (Eds.), *Readings for diversity and social justice* (pp. 475-477). New York, NY: Routledge.
- Sherover-Marcuse, R. (2000). Working assumptions and guidelines for alliance building. In M. Adams, W.J. Blumenfeld, Castañeda, Hackman, H.W., Peters, M. L. , & Zúñiga, X. (Eds.), *Readings for diversity and social justice* (pp. 486-487). New York, NY: Routledge.
- Johnston, M.P., & Nadal, K.L. (2010). Multiracial microaggressions: Exposing monoracism in everyday life and clinical practice. In D.W. Sue (Ed.), *Microaggressions and marginality: Manifestation, dynamics, and impact* (pp. 123-144). Hoboken, New Jersey: Wiley.
- Gaither, S. (2015). "Mixed" Results: Multiracial Research and Identity Explorations. *Current directions in psychological science*, 24, 2, 114-119.
- Rocquemore, K.A., Brunsma, D.A., Delgado, D.J. (2009). Racing to Theory or Retheorizing Race? *Journal of Social Science*, 65, 1, 13-34.

Transracial adoptee:

Let us discuss book choice

- Derman-Sparks, L., & Olsen Edwards, J. (2010). Learning about racial identity and fairness. In *Anti-bias education for young children and ourselves* (pp. 77-87). Washington, D.C.: National Association for the Education of Young children.
- Baden, A. (2002). The psychological adjustment of transracial adoptees: An application of the cultural-racial identity model. *Journal of Social Distress and the Homeless*, 11(2), 167-191.
- Anzaldúa, G.E. (2000). Allies: An interview in Santa Cruz, California, November 26, 1993. In M. Adams, W.J. Blumenfeld, Castañeda, Hackman, H.W., Peters, M. L. , & Zúñiga, X. (Eds.), *Readings for diversity and social justice* (pp. 475-477). New York, NY: Routledge.
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White:

Mandatory

- Diangelo, R. (2018). *White Fragility: Why It's so hard for white people to talk about racism*

Optional

- Michael and Cogner (2009). *Becoming an Anti-Racist White Ally: How a White Affinity Group Can Help*. Perspectives on Urban Education
- Derman-Sparks, L., & Olsen Edwards, J. (2010). Learning about racial identity and fairness. In *Anti-bias education for young children and ourselves* (pp. 77-87). Washington, D.C.: National Association for the Education of Young children.
- Sue, D.W. (2015). White racial identity development and race talk. In *Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race* (pp. 186-205). Hoboken, New Jersey: Wiley.
- Tucker, J.B.W. (2016). The ultimate White privilege statistics & data post. Retrieved from http://www.jbwttucker.com/ultimate-white-privilege-statistics/?utm_campaign=shareaholic.
- Kivel, P. (2002). Costs of racism to white people. In *Uprooting racism: how white people can work for racial justice* (pp. 26-39). Canada: New Society Publishers.
- Thompson, C. (2000). Can white heterosexual men understand oppression? In M. Adams, W.J. Blumenfeld, R. Casteneda, H. Hackman, M. Peters, and X. Zuniga (Eds.), *Readings for diversity and social justice: an anthology on racism, anti-Semitism, sexism, heterosexism, ableism, and classism* (pp. 477-482). New York: Routledge.
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- Sherover-Marcuse, R. (2000). Working assumptions and guidelines for alliance building. In M. Adams, W.J. Blumenfeld, Castañeda, Hackman, H.W., Peters, M. L. , & Zúñiga, X. (Eds.), *Readings for diversity and social justice* (pp. 486-487). New York, NY: Routledge.
- Cabrera, N.L. (2014). Exposing whiteness in higher education: White male college students minimizing racism, claiming victimization, and recreating White supremacy. *Race, Ethnicity and Education*, 17(1), 30-55.
- Wise, T. (2007). Majoring in minstrelsy: White students, Blackface and the failure of mainstream multiculturalism. Retrieved from: <http://www.timwise.org/2007/06/majoring-in-minstrelsy-whitestudents-blackface-and-the-failure-of-mainstream-multiculturalism>. Stereotype lift: Walton, G.M., & Cohen, G.L. (2003). Stereotype lift. *Journal of experimental social psychology*, 39, 456-476.

- Chris Crass, (2016). White Supremacy Cannot Have Our People
<https://medium.com/@chriscrass/white-supremacy-cannot-have-our-people-21e87d2b268a>