

Ball, Arnetha. *Multicultural Strategies for Education and Social Change: Carriers of the Torch in the United States and South Africa*. New York, Teachers College Press, 2006.

This book describes a different approach to teacher education, designed to create "carriers of the torch"--teachers who have a sense of efficacy and the attitudes, dispositions, and skills necessary to teach students from diverse racial, ethnic, and linguistic backgrounds. Through her examination of teacher change and teacher education in two countries--the United States and South Africa--the author proposes new ways to prepare teachers for a rapidly changing global society. Presenting the story of a dynamically successful program that was developed and implemented with over a hundred U.S. and South African teachers, this book shows us how to:

- Facilitate the development of teachers who see literacy as a tool for understanding and building upon student diversity in their classrooms.
- Restructure teacher education programs to cultivate teachers who are committed to teaching socially and economically disenfranchised students.
- Foster teachers' interest in understanding the historical, cultural, political, and economic circumstances and resources that students bring to the classroom.
- Empower teachers to become agents of change and develop their own voices on critical issues related to diversity.

Banks, James. *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*. Michigan: Pearson, 2005.

This textbook gives students a strong background in the conceptual, theoretical, and philosophical issues in multicultural education. *Cultural Diversity and Education* is designed to help pre-service and in-service educators clarify the philosophical and definitional issues related to pluralistic education, derive a clarified philosophical position, design and implement effective teaching strategies that reflect ethnic and cultural diversity, and prepare sound guidelines for multicultural programs and practices. This book describes actions that educators can take to institutionalize educational programs and practices related to ethnic and cultural diversity. Dr. Banks has been the leading authority in the field of multicultural education for 30 years. This text provides students with a sound understanding of the conceptual, theoretical, historical, and philosophical issues in multicultural education, as well as curriculum and teaching strategies that can be used in the classroom.

Cose, Ellis. *The Rage of a Privileged Class: Why Are Middle-Class Blacks Angry? Why Should America Care?* New York: Harper Perennial, 1994.

A controversial and widely heralded look at the race-related pain and anger felt by the most respected, best educated, and wealthiest members of the black community.

*Cracking the Codes: The System of Racial Inequity*. Dir. Shakti Butler. World Trust, 2012.

This film is designed to deepen and shift the framing of racial disparities. The current conversation is not only shallow, but actually harmful. We continue to primarily focus on individuals, when institutional and structural inequities are the bigger problem.

Dweck, Carol. *Mindset: The New Psychology of Success*. New York: Ballantine Books, 2007.

World-renowned Stanford University psychologist Carol Dweck, in decades of research on achievement and success, has discovered a truly groundbreaking idea—the power of our mindset. Dweck explains why it’s not just our abilities and talent that bring us success—but whether we approach them with a fixed or growth mindset. She makes clear why praising intelligence and ability doesn’t foster self-esteem and lead to accomplishment, but may actually jeopardize success. With the right mindset, we can motivate our kids and help them to raise their grades, as well as reach our own goals—personal and professional. Dweck reveals what all great parents, teachers, CEOs, and athletes already know: how a simple idea about the brain can create a love of learning and a resilience that is the basis of great accomplishment in every area.

Frances, David. *Employers’ Replies to Racial Names*. National Bureau of Economic Research. Web. <<http://www.nber.org/digest/sep03/w9873.html>>

Describes research conducted on the impact of African-American and white sounding names on getting callbacks for interviews.

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*. New York: Back Bay Books, 2002).

The tipping point is that magic moment when an idea, trend, or social behavior crosses a threshold, tips, and spreads like wildfire. Just as a single sick person can start an epidemic of the flu, so too can a small but precisely targeted push cause a fashion trend, the popularity of a new product, or a drop in the crime rate. This widely acclaimed bestseller, in which Malcolm Gladwell explores and brilliantly illuminates the tipping point phenomenon, is already changing the way people throughout the world think about selling products and disseminating ideas.

Howard, Gary. *We Can’t Teach What We Don’t Know: White Teachers, Multiracial Schools*. New York: Teachers College Press, 2006

Once again, in this expanded Second Edition, Gary Howard outlines what good teachers know, what they do, and how they embrace culturally responsive teaching. Howard brings his bestselling book completely up to date with today’s school reform efforts and includes a new introduction and a new chapter that speak directly to current issues such as closing the achievement gap, and to recent legislation such as No Child Left Behind. With our nation’s student population becoming ever more diverse, and teachers remaining largely White, this book is now more important than ever. A must-read in universities and school systems throughout the country, *We Can’t Teach What We Don’t Know* continues to facilitate and deepen the discussion of race and social justice in education.

*If These Halls Could Talk*. Dir. Lee Mun Wah. StirFry Seminars & Consulting, 2010. DVD.

During the hot summer of 2010, Director Lee Mun Wah brought together eleven college students to discuss what it is like on campuses across the country today. The students shared the frustration and anguish of trying to be understood and acknowledged on campus where the faculty and students are predominantly white. Their stories are starkly emotional and raw, filled with incredible tenderness, courage and pain. The issues that they challenge us to look at are equally provocative, begging to be heard and confronted.

Johnson, Allan. *Privilege, Power, and Difference*. New York: McGraw Hill, 2005.

This brief book is a groundbreaking tool for students and non-students alike to examine systems of privilege and difference in our society. Written in an accessible, conversational style, Johnson links theory with engaging examples in ways that enable readers to see the underlying nature and consequences of privilege and their connection to it. This extraordinarily successful book has been used across the country, both inside and outside the classroom, to shed light on issues of power and privilege. **This book is used in TCC's Management and Leadership Series.**

Kendall, Frances. *Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race*. New York: Routledge, 2013.

Knowingly and unknowingly we all grapple with race every day. *Understanding White Privilege* delves into the complex interplay between race, power, and privilege in both organizations and private life. It offers an unflinching look at how ignorance can perpetuate privilege, and offers practical and thoughtful insights into how people of all races can work to break this cycle. Based on thirty years of work in diversity in colleges, universities, and corporations, Frances Kendall candidly invites readers to think personally about how race — theirs and others' — frames experiences and relationships, focusing squarely on white privilege and its implications for building authentic relationships across race. This much-anticipated revised edition includes two full new chapters, one on white women and another extending the discussion on race. It continues the important work of the first, deepening our knowledge of the recurring history on which cross-race relationships issues exist. Kendall's book provides readers with a more meaningful understanding of white privilege and equips them with strategies for making personal and organizational changes.

KERA: *Dallas Faces Race*. 3 April 2014. Web. <<http://www.kera.org/2014/04/03/modern-race-issues>>

Shankar Vedantam talks about the findings in his book *The Hidden Brain: How Our Unconscious Minds Elect Presidents, Control Markets, Wage Wars, and Save Our Lives* while in the DFW area as a speaker for Dallas Faces Race.

Levitt, Steven, and Stephen Dubner. *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. New York: Harper Perennial, 2009.

Which is more dangerous, a gun or a swimming pool? What do schoolteachers and sumo wrestlers have in common? How much do parents really matter? These may not sound like typical questions for an economist to ask. But Steven D. Levitt is not a typical economist. He studies the riddles of everyday life—from cheating and crime to parenting and sports—and reaches conclusions that turn conventional wisdom on its head. *Freakonomics* is a groundbreaking collaboration between Levitt and Stephen J. Dubner, an award-winning author and journalist. They set out to explore the inner workings of a crack gang, the truth about real estate agents, the secrets of the Ku Klux Klan, and much more. Through forceful storytelling and wry insight, they show that economics is, at root, the study of incentives—how people get what they want or need, especially when other people want or need the same thing.

Loewen, James. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Touchstone, 2007.

This updated and revised edition of the American Book Award-winner and national bestseller revitalizes the truth of America's history, explores how myths continue to be perpetrated, and includes a new chapter on 9/11 and the Iraq War. Americans have lost touch with their history, and in *Lies My Teacher Told Me* Professor James Loewen shows why. After surveying eighteen leading high school American history texts, he has concluded that not one does a decent job of making history interesting or memorable. Marred by an embarrassing combination of blind patriotism, mindless optimism, sheer misinformation, and outright lies, these books omit almost all the ambiguity, passion, conflict, and drama from our past. In this revised edition, packed with updated material, Loewen explores how historical myths continue to be perpetuated in today's climate and adds an eye-opening chapter on the lies surrounding 9/11 and the Iraq War. From the truth about Columbus's historic voyages to an honest evaluation of our national leaders, Loewen revives our history, restoring the vitality and relevance it truly possesses. Thought provoking, nonpartisan, and often shocking, Loewen unveils the real America in this iconoclastic classic beloved by high school teachers, history buffs, and enlightened citizens across the country.

***Microaggressions and Marginality: Manifestation, Dynamics, and Impact.*** Ed. Derald Wing Sue.  
New Jersey: Wiley, 2010. **Available as E-Book:**

<http://ezp.tccd.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=535637&site=ehost-live&scope=site>

A landmark volume exploring covert bias, prejudice, and discrimination with hopeful solutions for their eventual dissolution. Exploring the psychological dynamics of unconscious and unintentional expressions of bias and prejudice toward socially devalued groups, *Microaggressions and Marginality: Manifestation, Dynamics, and Impact* takes an unflinching look at the numerous manifestations of these subtle biases. It thoroughly deals with the harm engendered by everyday prejudice and discrimination, as well as the concept of microaggressions beyond that of race and expressions of racism. Edited by a nationally renowned expert in the field of multicultural counseling and ethnic and minority issues, this book features contributions by notable experts presenting original research and scholarly works on a broad spectrum of groups in our society who have traditionally been marginalized and disempowered. The definitive source on this topic, *Microaggressions and Marginality* features:

- In-depth chapters on microaggressions towards racial/ethnic, international/cultural, gender, LGBT, religious, social, and disabled groups
- Chapters on racial/ethnic microaggressions devoted to specific populations including African Americans, Latino/Hispanic Americans, Asian Americans, indigenous populations, and biracial/multiracial people
- A look at what society must do if it is to reduce prejudice and discrimination directed at these groups
- Discussion of the common dynamics of covert and unintentional biases
- Coping strategies enabling targets to survive such onslaughts

***Names We Call Home: Autobiography on Racial Identity.*** Eds. Thompson, Becky and Tyagi Sangeeta. New York: Routledge, 1995.

*Names We Call Home* is a ground-breaking collection of essays which articulate the dynamics of racial identity in contemporary society. The first volume of its kind, *Names We Call Home* offers autobiographical essays, poetry, and interviews to highlight the historical, social, and cultural influences that inform racial identity and make possible resistance to myriad forms of injustice.

***Presumed Incompetent: The Intersections of Race and Class for Women in Academia.* Eds.**

Gutiérrez y Muhs, Gabriella, Yolanda Flores Niemann, Carmen G. González, Angela P. Harris.  
Utah: Utah State University Press, 2012. **Available as E-Book:**

<http://ezp.tccd.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=489700&site=ehost-live&scope=site>

*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.

***Readings for Diversity and Social Justice.* Eds. Adams, Maurianne, Warren Blumenfield, Carmelita Castaneda, Heather Hackman, Madeline Peters, Ximena Zuniga. New York: Routledge, 2013.**

For more than a decade, *Readings for Diversity and Social Justice* has been the trusted, leading anthology to cover the full range of social oppressions from a social justice standpoint. With full sections dedicated to racism, sexism, classism, heterosexism, and ableism, as well as transgender oppression, religious oppression, and adult and ageism, this bestselling text goes far beyond the range of traditional readers. New essay selections in each section of this third edition have been carefully chosen to keep topic coverage timely and readings accessible and engaging for students. The interactions among these topics are highlighted throughout to stress the interconnections among oppressions in everyday life. Retaining the key features and organization that has made *Readings for Diversity and Social Justice* an indispensable text for teaching issues of social justice while simultaneously updating and expanding its coverage, this new edition features:

- Over 20 new selections considering current topics and events such as immigration trends, racial profiling, student debt, Occupy Wall Street and global GLBT rights.
- An updated companion website with additional resources, including video clips that further complement the readings in each section. Strong and accessible section introductions to highlight key points and relate the essential concepts of any given topic to other forms of oppression.
- An explicit emphasis on the interconnectedness of social identity and social inequality throughout, with a second table of contents that notes the intersections among readings.

Offering over one-hundred and thirty selections from some of the foremost scholars in a wide range of fields, *Readings for Diversity and Social Justice* is the indispensable volume for every student, teacher, and social justice advocate. **Part of a set of resources for TCC's Diversity and Inclusion Councils.**

Robbins, Steve. *What If? Short Stories to Spark Diversity Dialogue*. Boston: Nicholas Brealey Publishing, 2008.

*What If?* delivers a highly creative and innovative new way to explore the issues that dominate today's multicultural, multiethnic workplace. To the twenty-five witty yet inspiring stories in this collection, Steve Long-Nguyen Robbins has added tips and suggestions for putting these key learnings into action. Combined, *What If?* offers a powerful lens into the human experience. **Part of a set of resources for TCC's Diversity and Inclusion Councils.**

Steele, Claude. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. New York: W.W. Norton & Company, 2011.

Claude M. Steele, who has been called "one of the few great social psychologists," offers a vivid first-person account of the research that supports his groundbreaking conclusions on stereotypes and identity. He sheds new light on American social phenomena from racial and gender gaps in test scores to the belief in the superior athletic prowess of black men, and lays out a plan for mitigating these "stereotype threats" and reshaping American identities.

Sue, Derald. *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*. New Jersey: Wiley, 2010. **Available as E-Book:**

<http://ezp.tccd.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=310327&site=ehost-live&scope=site>

Written by bestselling author Derald Wing Sue, *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation* is a first-of-its-kind guide on the subject of microaggressions. This book insightfully looks at the various kinds of microaggressions and their psychological effects on both perpetrators and their targets. Thought provoking and timely, Dr. Sue suggests realistic and optimistic guidance for combating—and ending—microaggressions in our society.

Sue, Derald. *Overcoming Our Racism: The Journey to Liberation*. New Jersey: Wiley, 2003.

**Available as E-Book:**

<http://ezp.tccd.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=149536&site=ehost-live&scope=site>

This extraordinary book by Derald Wing Sue, a highly-regarded academic and author, helps readers understand and combat racism in themselves. It defines racism not only as extreme acts of hatred, but as "any attitude, action or institutional structure or social policy that subordinates a person or group because of their color." This landmark work offers an antidote to this pervasive social problem.

- Shows how each of us has a role in the oppression of others, and what we can do about it
- Offers a way to overcome racism on a very intimate level
- Outlines specific guidelines and suggested activities

Tatum, Beverly. *Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race*. New York: Basic Books, 2003.

Walk into any racially mixed high school and you will see black youth seated together in the cafeteria. Of course, it's not just the black kids sitting together-the white, Latino, Asian Pacific, and, in some regions, American Indian youth are clustered in their own groups, too. The same phenomenon can be observed in college dining halls, faculty lounges, and corporate cafeterias. What is going on here? Is this self-segregation a problem we should try to fix, or a coping strategy we should support? How can we get past our reluctance to talk about racial issues to even discuss it? And what about all the other questions we and our children have about race? Beverly Daniel Tatum, a renowned authority on the psychology of racism, asserts that we do not know how to talk about our racial differences: Whites are afraid of using the wrong words and being perceived as "racist" while parents of color are afraid of exposing their children to painful racial realities too soon. Using real-life examples and the latest research, Tatum presents strong evidence that straight talk about our racial identities-whatever they may be-is essential if we are serious about facilitating communication across racial and ethnic divides. We have waited far too long to begin our conversations about race. This remarkable book, infused with great wisdom and humanity, has already helped hundreds of thousands of readers figure out where to start.

*Teaching for Diversity and Social Justice*. Eds. Adams, Maurianne, Lee Anne Bell, and Pat Griffin. New York: Routledge, 2007.

For nearly a decade, *Teaching for Diversity and Social Justice* has been the definitive sourcebook of theoretical foundations and curricular frameworks for social justice teaching practice. This thoroughly revised second edition continues to provide teachers and facilitators with an accessible pedagogical approach to issues of oppression in classrooms. Building on the groundswell of interest in social justice education, the second edition offers coverage of current issues and controversies while preserving the hands-on format and inclusive content of the original. *Teaching for Diversity and Social Justice* presents a well-constructed foundation for engaging the complex and often daunting problems of discrimination and inequality in American society. This book includes a CD-ROM with extensive appendices for participant handouts and facilitator preparation. [Part of a set of resources for TCC's Diversity and Inclusion Councils.](#)

*The Color of Fear*. Dir. Lee Mun Wah. StirFry Seminars & Consulting, 1994. DVD.

*The Color of Fear* is an insightful, groundbreaking film about the state of race relations in America as seen through the eyes of eight North American men of Asian, European, Latino and African descent. In a series of intelligent, emotional and dramatic confrontations the men reveal the pain and scars that racism has caused them. What emerges is a deeper sense of understanding and trust. This is the dialogue most of us fear, but hope will happen sometime in our lifetime. (1994, 90 minutes)



Vedantam, Shankar. *The Hidden Brain: How Our Unconscious Minds Elect Presidents, Control Markets, Wage Wars, and Save Our Lives*. New York: Spiegel & Grau, 2010.

The hidden brain is the voice in our ear when we make the most important decisions in our lives—but we're never aware of it. The hidden brain decides whom we fall in love with and whom we hate. It tells us to vote for the white candidate and convict the dark-skinned defendant, to hire the thin woman but pay her less than the man doing the same job. It can direct us to safety when disaster strikes and move us to extraordinary acts of altruism. But it can also be manipulated to turn an ordinary person into a suicide terrorist or a group of bystanders into a mob. In a series of compulsively readable narratives, Shankar Vedantam journeys through the latest discoveries in neuroscience, psychology, and behavioral science to uncover the darkest corner of our minds and its decisive impact on the choices we make as individuals and as a society. Filled with fascinating characters, dramatic storytelling, and cutting-edge science, this is an engrossing exploration of the secrets our brains keep from us—and how they are revealed.

Vedantam, Shankar. *Evidence of Racial, Gender Biases Found in Faculty Mentoring*. NPR, 22 April 2014. Web. <<http://www.npr.org/2014/04/22/305814367/evidence-of-racial-gender-biases-found-in-faculty-mentoring>>

Research found faculty in academic departments linked to more lucrative professions are more likely to discriminate against women and minorities than faculty in fields linked to less lucrative jobs.

Williams, Damon. *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education*. New York: Stylus Publishing, 2013.

In today's world – whether viewed through a lens of educational attainment, economic development, global competitiveness, leadership capacity, or social justice and equity – diversity is not just the right thing to do, it is the only thing to do! For higher education that means not only increasing the numbers of diverse students, faculty, and staff, but simultaneously pursuing excellence in student learning and development, as well as through research and scholarship – in other words pursuing what this book defines as strategic diversity leadership. The aim is to create systems that enable every student, faculty, and staff member to thrive and achieve to maximum potential within a diversity framework. This book is written from the perspective that diversity work is best approached as an intellectual endeavor with a pragmatic focus on achieving results that takes an evidence-based approach to operationalizing diversity. It offers an overarching conceptual framework for pursuing diversity in a national and international context; delineates and describes the competencies, knowledge and skills needed to take effective leadership in matters of diversity; offers new data about related practices in higher education; and presents and evaluates a range of strategies, organizational structures and models drawn from institutions of all types and sizes. It covers such issues as the reorganization of the existing diversity infrastructure, building accountability systems, assessing the diversity process, and addressing legal threats to implementation. Its purpose is to help strategic diversity leaders combine big-picture thinking with an on-the-ground understanding of organizational reality and work strategically with key stakeholders and allies. **Webinar used as training for Diversity and Inclusion Councils.**

Wise, Tim. *Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity*. California: City Lights Publishers, 2010.

In this powerful follow-up to *Between Barack and a Hard Place*, Tim Wise argues against “colorblindness” and for a deeper color-consciousness in both public and private practice. We can only begin to move toward authentic social and economic equity through what Wise calls “illuminated individualism”—acknowledging the diverse identities that have shaped our perceptions, and the role that race continues to play in the maintenance of disparities between whites and people of color in the United States today. This is the first book to discuss the pitfalls of “colorblindness” in the Obama era.

Yoshino, Kenji. *Covering: The Hidden Assault on Our Civil Rights*. New York: Random House, 2007.

In this remarkable and elegant work, acclaimed Yale Law School professor Kenji Yoshino fuses legal manifesto and poetic memoir to call for a redefinition of civil rights in our law and culture. Everyone covers. To cover is to downplay a disfavored trait so as to blend into the mainstream. Because all of us possess stigmatized attributes, we all encounter pressure to cover in our daily lives. Given its pervasiveness, we may experience this pressure to be a simple fact of social life. Against conventional understanding, Kenji Yoshino argues that the demand to cover can pose a hidden threat to our civil rights. Though we have come to some consensus against penalizing people for differences based on race, sex, sexual orientation, religion, and disability, we still routinely deny equal treatment to people who refuse to downplay differences along these lines. Racial minorities are pressed to “act white” by changing their names, languages, or cultural practices. Women are told to “play like men” at work. Gays are asked not to engage in public displays of same-sex affection. The devout are instructed to minimize expressions of faith, and individuals with disabilities are urged to conceal the paraphernalia that permit them to function. In a wide-ranging analysis, Yoshino demonstrates that American civil rights law has generally ignored the threat posed by these covering demands. With passion and rigor, he shows that the work of civil rights will not be complete until it attends to the harms of coerced conformity. At the same time, Yoshino is responsive to the American exasperation with identity politics, which often seems like an endless parade of groups asking for state and social solicitude. He observes that the ubiquity of the covering demand provides an opportunity to lift civil rights into a higher, more universal register. Since we all experience the covering demand, we can all make common cause around a new civil rights paradigm based on our desire for authenticity—a desire that brings us together rather than driving us apart. Yoshino’s argument draws deeply on his personal experiences as a gay Asian American. He follows the Romantics in his belief that if a human life is described with enough particularity, the universal will speak through it. The result is a work that combines one of the most moving memoirs written in years with a landmark manifesto on the civil rights of the future.