

Asynchronous Anti-Racist Pedagogy Workshop

Rutgers English, August 2020

Works Cited (organized by module)

The Context for the Workshop

Inequity and Social Justice Within Higher Education

- [“Black on the Banks: Part 1 - Black Student Life at Rutgers College and Douglass College, 1961–1965”](#) (video)
- [Ralph Ellison, *Invisible Man*, 2nd Vintage International ed., 1995.](#)
- [“Black on the Banks: Protest, Rebellion, and the Transformation of Rutgers and Douglass”](#) (video)
- [“The Newark Experience: 1969: The Conklin Hall Takeover”](#) Research Guide Prepared by Rutgers University Libraries
- [“Conklin Hall “Liberator” Returns to Rutgers-Newark to Teach a New Generation of Activists”](#) by Ferlanda Fox Nixon
- [“Conklin Hall Liberation 50th Anniversary Panel \(Discussion\)”](#) (video)
- College Navigator Profiles from National Center for Education Statistics for [New Brunswick](#), [Newark](#), and [Camden](#)
- [“Community Cultural Wealth Brokers: A Phenomenological Study of the Experiences of Low-Income, First-Generation Black Female Undergraduates at a Historically White Institution”](#) by Tieka Harris (pdf)

Course Climate and Content

Being/Becoming an Anti-Racist Teacher

- [“Decolonizing Teaching: A Cross-Curricular and Collaborative Model for Teaching About Race in the University”](#) by Darlene St. Clair & Kyoko Kishimoto

Transforming Your Classroom Climate

- [NCTE’s Standing Committee on Global Citizenship: “Decolonizing the Classroom: Step 1”](#)

Rejecting Deficit Models

- [English With an Accent: Language, Ideology, and Discrimination in the United States](#), Rosina Lippi-Green, 2nd Edition, Routledge, NY, 2012
- [“Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy”](#)(video)
- [Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy](#), April Baker-Bell
- [“From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools”](#) by Gloria Ladson-Billings (pdf)

- [“Culturally Relevant Pedagogy 2.0: a.k.a. The Remix” by Gloria Ladson-Billings](#) (pdf)

Key Principles for Creating an Anti-Racist Classroom

- [“Difficult Dialogues”](#) from Vanderbilt’s Center for Teaching
- [“Creating a Community of Learners that Reflects Mutual Respect”](#) by Patty Kohler-Evans
- [Teaching Race: How to Help Students Unmask and Challenge Racism](#) by Stephen D. Brookfield (editor)
- [“Sample Questions for Getting Feedback from Students”](#) from George Washington University Teaching & Learning Center (pdf)
- [Teaching Race: Pedagogy and Practice](#) from Vanderbilt’s Center for Teaching
- [“White Privilege: Unpacking the Invisible Knapsack”](#) and [“Some Notes for Facilitators”](#) by Peggy McIntosh, available at The National SEED Project
- [“Decolonizing Teaching: A Cross-Curricular and Collaborative Model for Teaching About Race in the University”](#) by Darlene St. Clair & Kyoko Kishimoto
- [“Pedagogies of strategic empathy: Navigating through the emotional complexities of anti-racism in higher education”](#) by Michalinos Zembylas (pdf)
- [“Difficult Discussions”](#) from The Teaching Commons at Georgetown
- [“Inclusive Teaching: Microintervention Strategies”](#) with Derald Wing Sue from Columbia’s Center for Teaching and Learning (video)
- [“Decolonizing the Classroom: Step 1”](#) from NCTE’s Standing Committee on Global Citizenship
- [“Dialogizing Response in the Writing Classroom: Students Answer Back”](#) by Pamela Gay (pdf)

Facilitating Critical Discussions of Race and Racism

- [Merriweather, Lisa R.; Guy, Talmadge C.; Manglitz, Elaine. “Creating the Conditions for Racial Dialogues,”](#) in *Teaching Race: Helping Students Unmask and Challenge Racism*, edited by Stephen D. Brookfield & Associates. Jossey-Bass, 2019.
- [Dos/Donts List from “Creating the Conditions for Racial Dialogues”](#) (pdf)
- [“Knowing When to Teach Current Events”](#) by Noliwe M. Rooks (pdf)
- [Toward an Inclusive Creative Writing: Threshold Concepts to Guide the Literary Writing Curriculum](#) by Janelle Adsit

A Note on Understanding Microaggressions

- [“Disarming Racial Microaggressions: Microintervention Strategies for Targets, White Allies, and Bystanders”](#) by Derald Wing Sue et al. (pdf)

Suggested Additional Readings

Baldwin, James. *The Fire Next Time*. Holt, Rinehart and Winston, 2000.

- Bradley, Stefan M. *Upending the Ivory Tower: Civil Rights, Black Power, and the Ivy League*. New York University Press, New York, 2018.
- Bonilla-Silva, Eduardo. *Racism Without Racists: Color-blind Racism and the Persistence of Racial Inequality in the United States*. 3rd ed. Lanham, MD: Rowman & Littlefield, 2010.
- Clemens, Paul G. E. *Rutgers Since 1945: A History of the State University of New Jersey*. New Brunswick, New Jersey: Rutgers University Press, 2015.
- Delgado, Richard. "The Imperial Scholar: Reflections on a Review of Civil Rights Literature." *University of Pennsylvania Law Review*, 132, no. 3 (1984): 561. doi:10.2307/3311882.
- Fine, Michelle, et al. *Off White Readings on Power, Privilege, and Resistance*. 2nd ed., Routledge, 2004.
- hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. Routledge, New York, 1994.
- Karabel, Jerome. *The Chosen: The Hidden History of Admission and Exclusion at Harvard, Yale, and Princeton*. Houghton Mifflin, Boston, 2005.
- Kendi, Ibram X. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. Bold TypeBooks, New York, NY, 2017.
- McCormick, Richard P. *The Black Student Protest Movement at Rutgers*. Rutgers University Press, New Brunswick, 1990.
- Omi, Michael, and Howard Winant. *Racial Formation in the United States: From the 1960s to the 1990s*. 3rd. ed. New York: Routledge, 1994.
- Orfield, Gary, et al. "E Pluribus...Separation: Deepening Double Segregation for More Students." eScholarship, Los Angeles Civil Rights Project/Proyecto Derechos Civiles, University of California, Sept. 2012.
- Spring, Joel H. *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States*. 2nd ed. New York: McGraw-Hill, 1997.
- Tatum, Beverly. *Why are all the Black Kids Sitting Together in the Cafeteria: And Other*

Conversations about Race. Basic Books, New York, NY, 2003.

Wechsler, Harold. *The Qualified Student: A History of Selective Admission in America*. Wiley, New York, 1977.

White, Deborah G. and Marisa J. Fuentes (eds.). *Scarlet and Black*. Rutgers University Press, New Brunswick, 2016.