

LIBRARY OF RESOURCES



A library of culturally relevant resources is one way to institutionalize change in an organization. Having materials for staff to be able to checkout can be helpful for people to continue to develop their cultural competence beyond workshops that your organization is able to offer. A library can also provide information for new employees to inform them of the work the organization began before they came on board. Below are a few books, articles and videos that Cultures Connecting has found helpful in developing an understanding of race, racism, power and privilege. This is by no means an exhaustive list

Note: Resources with a 🔔 are specific to PreK-12 education

Books

Alexander, M. (2010). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press.

Alexander argues that we have not ended racial caste in America: we have simply redesigned it. By targeting black men through the War on Drugs and decimating communities of color, the U.S. criminal justice system functions as a contemporary system of racial control. She points out how the old forms of discrimination in employment, housing, education, and public benefits, denial of the right to vote, and exclusion from jury service are suddenly legal once you're labeled a felon.

Banaji, M.R., and Greenwald, A. (2013). *Blind Spot: Hidden Biases of Good People*. Delacorte Press.

This book explores the research and implication of implicit bias. The authors illustrate how many of our actions are unconscious and not aligned with our values. This book is helpful in understanding the on-going impact of stereotypes.

🔔 **Bireda, M.R. (2002). *Eliminating Racial Profiling in School Discipline: Cultures in Conflict*. Scarecrow Education.**

Referrals, suspensions, and expulsions of African American students, especially males, are at an all-time high. However, as this book shows, culturally determined assumptions and friction over communication have a role to play in this as well. *Eliminating Racial Profiling in School Discipline* is designed to make readers aware of how cultural factors relate to the ways that discipline is meted out. Administrators and teachers will gain an understanding of how culturally conditioned beliefs and assumptions negatively influence student-teacher relationships. Ultimately, this book proposes a set of strategies to solve increased disciplinary referrals.

🔔 **Bolgatz, J. (2005). *Talking Race in the Classroom*. Teachers College Press.**

This lively book will help new and veteran teachers develop the knowledge, skills, and confidence needed to successfully address racial controversies in their classrooms. The author first explains what race and racism mean and why we need to talk about these topics in schools. Then, based on an in-depth study of a high school classroom, she shows what happens when teachers and students talked about race and racism in a history and language arts classroom. Throughout the book she guides teachers in ways to discuss important issues—from civil rights to institutional racism—that will ultimately help teachers and students to change school culture.

Bonilla-Silva, E. (2003). *Racism without Racists: Color-blind Racism and the Persistence of Racial Inequality in the United States*. Rowman & Littlefield Publishers, Inc.

Many Americans believe racism has all but disappeared, and that we live in a truly colorblind society. Yet people of color lag behind whites in almost all social indicators. They are poorer, less educated, and have less access to health care. If race has become largely irrelevant--and racists are few and far between--how can these conditions persist? This new book challenges our racial common sense, showing that new, more subtle forms of discrimination have emerged that help preserve white privilege. This "new racism" has produced a powerful ideology of "color-blind racism" that justifies contemporary inequities. The voices of whites and African Americans heard in this book expose how white America manufactures nonracial accounts of persistent realities like residential and school segregation.

Bronson, P., and Merryman, A., (2009) *Nurture Shock: New Thinking about Children*. Twelve.

This book takes a look at some of the latest research in child development that run counter to some of our instincts. Cultures Connecting shares some of the research in this book on children's racial development in our workshop Talking with Children and Youth about Race.

 **Christensen, L., (2000) *Reading, Writing, and Rising Up: Teaching about Social Justice and the Power of the Written Word*. Rethinking Schools.**

A practical, inspirational book offering essays, lesson plans, and a remarkable collection of student writing, all rooted in an unwavering focus on language arts teaching for justice. Cultures Connecting adapted our "Where I'm From" poem lesson plan from this book. An excellent resource for colleagues, staff development, teacher education, and school libraries.

DeGruy, J., (2005) *Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing*. Uptone Press.

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. This book 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.

Grineski, S., Landsman, J., Simmons III, R. (2013). *Talking about Race: Alleviating the Fear*. Stylus Publishing, LLC.

For any teacher grappling with addressing race in the classroom, and for pre-service teachers confronting their anxieties about race, this book offers a rich resource of insights, approaches, and guidance that will allay fears and provide the reflective practitioner with the confidence to initiate and respond to discussion of race, from the preschool and elementary classroom through high school. Both Ilsa Govan and Dr. Caprice Hollins contributed essays to this book.

Harris-Perry, Melissa V. (2011) *Sister Citizen: Shame, Stereotypes, and Black Women in America*. Yale University Press.

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.

Kendall, F.E. (2013) *Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race* 2nd Ed., New York. Routledge.

Knowingly and unknowingly we grapple with race everyday. *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.

Kivel, P. (1995). *Uprooting Racism: How White People Can Work for Racial Justice*. Gabriola Island, BC, Canada: New Society Publishers.

Uprooting Racism is a guide for white people struggling to understand and end racism while supporting anti-racism work. It highlights the many ways in which concerned white people can play an active role in confronting white racism. This book features exercises, questions, and suggestions to engage, challenge assumptions, and motivate the reader towards social action.

Nieto, L., Boyer, M.F., Goodwin, L., Johnson, G.R., and Collier Smith, L. (2010). *Beyond Inclusion, Beyond Empowerment: A Developmental Strategy to Liberate Everyone*. Cuetzpalin.

Dr. Nieto's book is foundational in Cultures Connecting's work understanding Agent and Target identities and human development. This text is both easy to understand and complex in depth.

Pollock, M. (2008). *Everyday Anti-Racism: Getting Real About Race in Schools*. New York. The New Press.

How should teachers respond when children ask challenging questions about race? How should teachers handle the use of the "N-word" or discuss "achievement gaps" with colleagues? How can teachers avoid unwittingly making children of color speak on behalf of their entire group? In more than fifty original pieces written especially for this groundbreaking book, *Everyday Antiracism* offers practical advice for teachers and parents.

Steele, C.M. (2010) *Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us*. New York. Norton & Company.

Through dramatic personal stories, Steele shares the researcher's experience of peering beneath the surface of our ordinary social lives to reveal what it's like to be stereotyped based on our gender, age, race, class, or any of the ways by which we culturally classify one another. What he discovers is that this experience of "stereotype threat" can profoundly affect our functioning: undermining our performance, causing emotional and physiological reactions, and affecting our career and relationship choices.

Takaki, R. (2008). *A different mirror: A History of Multicultural America*. Revised Edition. Boston: Little, Brown and Company.

A Different Mirror is a dramatic new retelling of our nation's history, a powerful larger narrative of the many different peoples who together compose the United States of America.

Tatum, B.D. (2003). *Why Are All The Black Kids Sitting Together In The Cafeteria? And Other Conversations about Race*. Revised Edition. New York: Basic Books.

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.

Trepagnier, B. (2006) *Silent Racism: How Well Meaning White People Perpetuate the Racial Divide*. Paradigm.

Silent Racism persuasively demonstrates that silent racism by people who classify themselves as “not racist” is instrumental in the production of institutional racism. Trepagnier argues that heightened race awareness is more important in changing racial inequality than judging whether individuals are racist.

Van Ausdale, D. and Feagin, J. (2001) *The First R: How Children Learn Race and Racism*. New York: Rowman and Littlefield.

After observing pre-school classrooms, the researchers draw some astonishing conclusions about how young children learn and practice racism and privilege.

Articles

Sue, D.W., Capodilupo, C.M., Torino, G.C., Bucceri, J., Holder, A.M.B., Nadal, K.L., Esquilin, M., *Racial Microaggressions in Everyday Life: Implications for Clinical Practice*. American Psychologist. 2007 vol.62, No. 4.

Racial microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color. Perpetrators of microaggressions are often unaware that they engage in such communications when they interact with racial/ethnic minorities. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

<http://psycnet.apa.org/journals/amp/62/4/271/>

The Council on Interracial Books for Children. *10 Quick Ways to Analyze Children's Books for Racism and Sexism*. California State Department of Education. 1998.

This article is a great resource for teachers examining their curriculum and can also be used to empower students to analyze the books they read.

<http://www.birchlane.davis.ca.us/library/10quick.htm>

McIntosh, P. *White Privilege & Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women Studies or Unpacking the Invisible Knapsack*. Independent School. Winter 1998.

This article identifies a list of ways in which people benefit from everyday white privilege.

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Videos

Visit our YouTube Channel for Video Resources:

<https://www.youtube.com/channel/UCv8j0ChbxF-jUhnRIYsv4aw>

The Color of Fear (90 minutes) Stir Fry Productions

<http://www.stirfryseminars.com/>

This is about the pain and anguish that racism has caused in the lives of eight North American men of Asian, European, Latino, and African descent. Out of their confrontations and struggles to understand and trust each other emerges a dialogue that most of us fear, but hope will happen sometime in our lifetime.

Cracking the Codes: The System of Racial Inequity (75 minutes) World Trust

<http://world-trust.org/films/>

This new film and learning program asks America to talk about the causes and consequences of systemic inequity. With moving stories from racial justice leaders including Amer Ahmed, Michael Benitez, Barbie-Danielle DeCarlo, Joy DeGruy, Harley Eagle, Ericka Huggins, Yuko Kodama, Peggy McIntosh, Rinku Sen, Tillman Smith and Tim Wise. 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.

Mirrors of Privilege: Making Whiteness Visible (50 minutes) World Trust

<http://world-trust.org/films/>

Through a series of interviews with anti-racist White activists, this documentary provides a comprehensive view of what it means to confront racism and white supremacy in the United States. This film can be coupled with the Color Line activity to help participants understand white privilege on a personal and institutional level.

My Brown Eyes (19 minutes) Master Communications

<http://www.master-comm.com/mbevideo.htm>

Particularly good for those who work in schools, *My Brown Eyes* follows a ten-year-old immigrant boy on his first day of school. This powerful story pushes viewers to examine the assumptions we may make about young people and their families.

Put this on the {Map} (34 minutes) Revelry Media & Methods

<http://putthisonthemap.org/>

Fed up with a lack of queer visibility, young people in Seattle's eastside suburbs weave together this ground-breaking narrative of shifting identities and a quest for social change. From getting beat-up in a schoolyard to being picked up as a runaway, queer youth exercise courage and resilience daily. PUT THIS ON THE {MAP} is an intimate invitation into stories of social isolation and violence, fearlessness and liberation. Professing expertise over their experiences, queer youth provide a candid evaluation of their schools, families, and communities — moving an audience from self-reflection to action.

Race: The Power of an Illusion (3 hours, 60 minutes each) PBS

http://www.pbs.org/race/000_General/000_00-Home.htm

This three-part series consists of one-hour films that explore different issues around race. All of the films are great, but we especially recommend episode three, *The House We Live In*, to explore issues of institutional privilege and the social construction of whiteness. You can download a free 14-page discussion guide from the creators of this film as well as check out an interactive online companion.

Race & Sex: What We Think but Don't Say (60 minutes) ABC News 20/20

<http://www.amazon.com/ABC-News-20-Race-Sex/dp/B000QXCPJK>

Includes an excerpt on implicit bias and stereotype threat that Cultures Connecting regularly uses in workshops. Some of the other information in this segment, such as discussion of race and sports, is not accurate.

Unnatural Causes: Is Inequality Making Us Sick (4 hours) California Newsreel

http://www.unnaturalcauses.org/episode_descriptions.php

Consists of 7 short videos addressing questions like: How can class and racism disrupt our physiology? Through what channels might inequities in housing, wealth, jobs, and education, along with a lack of power and control over one's life, translate into bad health? What is it about our poor neighborhoods, especially neglected neighborhoods of color, that is so deadly? How are the behavioral choices we make (such as diet and exercise) constrained by the choices we have?