

Social Justice Resource Project

This resource is an annotated bibliography of the more essential resources in many areas of diversity and social justice practice and scholarship in student affairs. This resource has been narrowed from the volumes of excellent materials available based on the recommendations of respected leaders on these issues. We hope this is a helpful and user-friendly way to gather recommendations for graduate students, faculty, trainers, presenters, or the just plain curious.

Appreciations

Recommendations were received from many wise leaders in social justice in student affairs and higher education, including the Chairs of ACPA Standing Committees, faculty members, ACPA Past Presidents, and individuals with expertise and scholarship in specific areas. Thanks to Paul Naglieri, Patty Armfield, and Graziella Pagliarulo who compiled this resource as part of their graduate intern experience with the Beyond the Classroom Living & Learning Program at the University of Maryland.

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General Social Justice Resources

Books, Book Chapters, & Journal Articles:

Adams, M. (2000). *Readings for diversity and social justice*. New York; London: Routledge.

The first reader to cover the scope of oppressions in America, *Readings for Diversity and Social Justice* covers six thematic issues: racism, sexism, Anti-Semitism, heterosexism, classism and ableism. The Reader contains a mix of short personal and theoretical essays as well as entries designed to challenge students to take action to end oppressive behavior and to affirm diversity and racial justice. Each thematic section is broken down into three divisions: Contexts; Personal Voices; and Next Steps and Action. The selections include over 90 essays from some of the foremost names in the field-bell hooks, Cornel West, Michael Omi, Iris Marion Young, Gloria Anzaldúa, Michelle Fine, Gloria Steinem, Richard Rodriguez, Beverly Daniel Tatum, Michael Kimmel, Patricia Hill Collins and many other distinguished scholars.

Andersen, M. L., & Collins, P. H. (1998). *Race, class, and gender: an anthology* (3rd Ed.). Belmont, CA: Wadsworth Pub. Co.

Acclaimed by reviewers, instructors, and students as the most powerful book of readings on race, class, and gender available today, this anthology is filled with articles that will undoubtedly shake up previously held views. Not only do these readings illustrate how the structure of race, class, and gender in society has significant consequences for different groups, they also explore how people have made a difference in their own lives and how they have changed society at large with their efforts.

Goodman, D. (2001). *Promoting diversity and social justice: educating people from privileged groups*. Thousand Oaks, Calif.: Sage Publications Inc.

This book offers educational and psychological perspectives to inform practice and increase options in addressing conflict situations. The first part of the book helps the educator understand the reasons for resistance and ways to prevent it. The second part explains how educators motivate dominant groups to support social justice. This book is an excellent resource for group facilitators, counselors, trainers in classrooms and workshops, professors, teachers, higher education personnel, community educators, and other professionals involved with educating others about diversity and equity.

Rothenberg, P. S. (1998). *Race, class, and gender in the United States: an integrated study* (4th Ed.). New York: St. Martin's Press.

A comprehensive collection of essays that focus on similarities and differences between and among forms of oppression and emphasize the ways in which issues of race, class, gender, and sexuality intersect.

Weber, L. (2001). *Understanding race, class, gender, and sexuality: a conceptual framework*. Boston: McGraw-Hill.

This is the first text in the rapidly growing study of the intersections of race, class, gender, and sexuality in the United States today. Using clear and accessible language, analysis of case

studies, and a progression of questions for critical reflection, the text presents a conceptual framework for the analysis of the interlocking nature of race, class, gender, and sexuality systems of oppression. The framework illustrates that race, class, gender, and sexuality are: socially constructed, historically and globally specific power relations that are simultaneously expressed at the macro/institutional and the micro/individual levels. The analysis presented is complex, addresses the intersections of oppressive systems without rank ordering them, and points toward effective strategies to promote social justice.

Ability

Books, Book Chapters, & Journal Articles:

Belch, H. A. (2000). *Serving students with disabilities*. San Francisco: Jossey-Bass Publishers.

This issue examines what student services professionals can do to ensure the success of the growing population of students with disabilities. The contributors explore the critical role that community and dignity play in creating a meaningful educational experience for students with disabilities and show how to help these students gain meaningful access and full participation in campus activities. In addition to such common concerns as fulfilling legal requirements and overcoming architectural barriers, the contributors also address a full range of important issues such as effective approaches to recruitment and retention, strategies for career and academic advising, and the impact of financial resources on funding programs and services.

Braddock, D. L., Bachelder, L., & Commission, U. S. F. G. C. (1994). *The glass ceiling and persons with disabilities*. Chicago, IL: Institute on Disability and Human Development College of Associated Health Professions University of Illinois at Chicago.

The report is organized into six sections. Section I, Overview of the Report, introduces the background and purpose of the study. Section II describes the Procedures of the Study. Section III, Persons with Disabilities in the Work Force, reviews literature in the following four areas: definition of disability, status of employment, federal careers, and career advancement. Section IV, Minorities and Women with Disabilities, discusses the additional hurdles to employment opportunities which individuals who are also members of these groups experience. Section V identifies Barriers to Career Advancement for persons with disabilities in the following areas: attitudes, environmental barriers, inaccessible assistive technology, inadequate education & vocational rehabilitation, lack of career development opportunities, and financial disincentives. Selected Strategies to Remove the Barriers are presented in Section VI including: awareness training, work place accommodations, assistive technology, cooperative education and training programs, recruitment strategies, opportunities for career development, and enterprise development.

Hodge, B. M., & Preston-Sabin, J. (1997). *Accommodations--or just good teaching? : Strategies for teaching college students with disabilities*. Westport, Conn.: Praeger.

Thirty-five teaching practitioners in higher education collaborated to provide this resource about the accommodation process for students with disabilities in the college classroom. It provides the educator with concrete teaching strategies for addressing the individual needs of students and a model illustrating the components necessary for student success. Additionally, to provide

pertinent information about disabilities to others in higher education, the subchapters are grouped into eight areas that disabilities can impact in the learning process: attention, concentration, and memory difficulties; chronic health problems; hearing impairments and deafness; integrative processing difficulties; mobility impairments or motor control difficulties; social behavior disorders or difficulties with consistent performance; speech and language difficulties; and visual impairments or blindness. Since the accommodation process is reinforced by federal law, the book also contains highlights of the law and how it relates directly to faculty responsibility. As a result of this, expectations of faculty are increased and teaching practices involving accommodation efforts result in more access to education by more students.

Kroeger, S., & Schuck, J. A. (1993). *Responding to disability issues in student affairs*. San Francisco: Jossey-Bass.

This book strives to change the way student affairs professionals think about students with disabilities by describing methods and strategies for ensuring a functional and supportive campus environment for all students. A sample of the chapter titles include: Beyond Ramps: New Ways of Viewing Access; Transition to Higher Education; Creating Positive Outcomes for Students with Disabilities; Opening New Doorways; and Recommendations and Conclusions.

Linton, S. (1998). *Claiming disability: knowledge and identity*. New York: New York University Press.

From public transportation and education to adequate access to buildings, the social impact of disability has been felt everywhere since the passage of the Americans with Disabilities Act in 1990. And a remarkable groundswell of activism and critical literature has followed in this wake. *Claiming Disability* is the first comprehensive examination of Disability Studies as a field of inquiry. Disability Studies is not simply about the variations that exist in human behavior, appearance, functioning, sensory acuity, and cognitive processing but the meaning we make of those variations. With vivid imagery and numerous examples, Simi Linton explores the divisions society creates -- the normal, versus the pathological, the competent citizen versus the ward of the state. Map and manifesto, *Claiming Disability* overturns medicalized versions of disability and establishes disabled people and their allies as the rightful claimants to this territory.

Longmore, P. K. (2003). *Why I burned my book and other essays on disability*. Philadelphia: Temple University Press.

This wide-ranging book shows why Paul Longmore is one of the most respected figures in disability studies today. Understanding disability as a major variety of human experience, he urges us to establish it as a category of social, political, and historical analysis in much the same way that race, gender, and class already have been. The essays here search for the often hidden pattern of systemic prejudice and probe into the institutionalized discrimination that affects the one in five Americans with disabilities.

Whether writing about the social critic Randolph Bourne, contemporary political activists, or media representations of people with disabilities, Longmore demonstrates that the search for heroes is a key part of the continuing struggle of disabled people to gain a voice and to shape their destinies. His essays on bioethics and public policy examine the conflict of agendas between disability rights activists and non-disabled policy makers, healthcare professionals, euthanasia advocates, and corporate medical bureaucracies. The title essay, which concludes the book, demonstrates the necessity of activism for any disabled person who wants access to the American dream.

Shapiro, J. P. (1994). *No pity: people with disabilities forging a new civil rights movement* (1st pbk. Ed.). New York: Times Books.

People with disabilities forging the newest and last human rights movement of the century.

Social Class

E-Resources:

Inequality.org
<http://www.inequality.org>

Inequality.org is a nonprofit organization. We don't advocate any particular policy or set of policies. Our aim is to circulate information and ideas that are not widely covered in the media. We encourage you to use the material you find here, giving credit where it's due. We are headquartered in New York City, with contributors from around the world.

Minimum Wage Challenge

An interactive wage and household income game that allows the user to pit their current lifestyle against the realities of \$5.15 an hour.

Media Resources:

Roger and Me
 M. Moore (Writer and Director), Warner Home Video.

Roger and Me is a loose, smart-alecky documentary directed and narrated by Michael Moore, an everyman host with a devastating wit and a working-class pose. When his hometown is devastated by the plant closure of an American corporate giant (making record profits, one should note), the hell-raising political commentator with a prankster streak tries to turn his camera on General Motors Chairman Roger B. Smith, the elusive Roger of the title, and the film is loosely structured around Moore's odyssey to track down the corporate giant for an interview.

Books, Book Chapters, & Journal Articles:

Brouwer, S. (2000). *Sharing the pie, the sinking majority. Readings for diversity and social justice*. M. Adams. New York; London, Routledge: 382 - 391.

From the chapter: "The distribution of wealth in the United States is terribly unequal. The richest Americans, the top 1 percent, own almost half of the financial assets in our country. The affluent members of the upper middle class who make up the next 9 percent of the population own slightly more than one third of the wealth. That leaves only about one sixth to be divided among everyone else. A rich person, on average, has about 230 times more wealth than a member of the huge majority of Americans, the 90 percent who own very little at all."

Ehrenreich, B. (2001). *Nickel and dimed: on (not) getting by in America*. New York, Metropolitan Books.

Millions of Americans work for poverty-level wages, and one day Barbara Ehrenreich decided to join them. She was inspired in part by the rhetoric surrounding welfare reform, which promised that any job equals a better life. But how can anyone survive, let alone prosper, on \$6 to \$7 an hour? To find out, Ehrenreich moved from Florida to Maine to Minnesota, taking the cheapest lodgings available and accepting work as a waitress, hotel maid, house cleaner, nursing-home aide, and Wal-Mart salesperson. She soon discovered that even the "lowliest" occupations require exhausting mental and physical efforts. And one job is not enough; you need at least two if you intend to live indoors.

Nickel and Dimed reveals low-wage America in all its tenacity, anxiety, and surprising generosity -- a land of Big Boxes, fast food, and a thousand desperate strategies for survival. Instantly acclaimed for its insight, humor, and passion, this book is changing the way America perceives its working poor.

Gilbert, D. L. (2003). *The American class structure in an age of growing inequality*. Belmont, CA, Wadsworth/Thomson Learning.

The text is a current, concise treatment of America's ever-changing class structure. Updated throughout, this sixth edition focuses on change. Dennis Gilbert includes new data on topics such as the distribution of earnings and residential segregation by class to reveal a consistent pattern of growing inequality since the early 1970s. Why, Gilbert asks, is this happening? He examines change in the economy, family life, and politics in search of an answer. This book retains the strengths that contributed to the success of previous editions. It synthesizes the best empirical studies of class and inequality in American society, focusing on nine key variables: occupation, income, wealth, prestige, association, socialization, class consciousness, power, and social mobility. Critical attention is given to major studies, from the classic small-town ethnographies of the 1930s to contemporary analyses of national mobility data. Historical sections show how the class system has changed and continues to evolve. Two strong chapters examine the relationship between social class and politics.

Langston, D. (2000). *Tired of playing monopoly. Readings for diversity and social justice*. M. Adams. New York; London, Routledge: 397-402.

From the chapter: "Magnin, Nordstrom, The Bon, Sears, Penny's Kmart, Goodwill, Salvation Army. If the order of this list of stores makes any sense to you, then we've begun to deal with the first question that inevitably arises in any discussion of class here in the United States - huh? Unlike our European allies, we in the United States are reluctant to recognize class differences. This denial of class divisions functions to reinforce ruling-class control and domination."

MacLeod, J. (1995). *Ain't no makin' it: aspirations and attainment in a low-income neighborhood*. Boulder, Westview Press.

This expanded edition of Jay MacLeod's landmark study adds three new chapters that follow the Hallway Hangers and the Brothers into adulthood. Eight years later the author returns to Clarendon Heights housing project to find the members of both gangs struggling in the labor market or on the streets. Caught in the web of urban industrial decline, the Hallway Hangers- undereducated, unemployed, or imprisoned- have turned to the underground economy. But

"cocaine capitalism" only fuels the desperation of the Hallway Hangers, who increasingly seek solace in sexism and racism. The ambitious Brothers have fared little better. Their teenage dreams in tatters, the Brothers demonstrate that racism takes its toll on optimistic aspirations. *Ain't No Makin' It* is the impassioned inside story of how America looks from the bottom-of immobility rather than success.

Shapiro, I. and R. Greenstein (1999). *The widening income gulf*, Center on Budget and Policy Priorities. 2004.

This data, which covers every year from 1977 to 1995 and include CBO projections for 1999, are generally regarded as the most reliable and comprehensive data available on the distribution of after-tax income in the United States. They include various forms of income that standard Census Bureau data miss, such as capital gains income and income from the Earned Income Tax Credit.

Sklar, H., L. Mykyta, et al. (2001). *Raise the floor: wages and policies that work for all of us*. New York, Ms. Foundation for Women.

"They work full time in the richest nation on earth, yet they can't make ends meet. They can't make ends meet because their wages are too low. They are health care aides who can't afford health insurance. They work in the food industry, but depend on food banks to help feed their children. They are child care teachers who don't make enough to save for their own children's education. . . . They care for the elderly, but they have no pensions."—from *Raise the Floor*

Men's Issues

Books/Chapters/Journal Articles:

Brod, H. (1987). *The Making of masculinities: the new men's studies*. Boston, Allen & Unwin.

A foundational book, *The Making of Masculinities* pulls from important fields of study to provide the reader with a comprehensive view of masculinity in the United States.

Brod, H., M. Kaufman, et al. (1994). *Theorizing masculinities*. Thousand Oaks, Calif., Sage Publications.

This book presents theories and models associated with male masculinity along with foundational research associated with the emerging field.

Burkowitz, A. (1994). *Men and rape: Theory, research and preventive programs in higher education*. San Francisco, Jossey-Bass.

Discusses relevant theory and practice around rape prevention in higher education.

Kimmel, M. S. (1987). *Changing men: new directions in research on men and masculinity*. Newbury Park, Calif., Sage Publications.

Changing Men assembles some of the most innovative and exciting research on men and masculinity. It contributes to the demarcation of the new field of men's studies and to the analysis of masculinity within traditional academic disciplines.

The contributors deal with broad topical and methodological issues such as reformulating the male role, men in domestic settings, male//female relationships, sexuality, race and gender, and future directions for men's studies.

Kimmel, M. S. and M. A. Messner (2004). *Men's lives*. Boston, MA, Allyn and Bacon.

This best-selling reader on men and masculinity, edited by two of the most prominent researchers on men, contains the most current articles on masculinity available. Organized around themes that define masculinity, this reader takes the position that men (as well as women) are "gendered" and that this gendering process is a central experience for men. The authors explore how working class men, men of color, gay men, older men, and younger men construct different versions of masculinity. One reviewer says, "This reader does a remarkable job of showing the interconnectedness of race, class, and gender ... It also makes clear that any discussion of 'men's lives' of necessity involves an understanding of the social roles of both men and women, and of gender inequality." For anyone interested in gender studies, sociology, or men's studies

Kindlon, D. J., M. Thompson, et al. (2000). *Raising cain: Protecting the emotional life of boys*. New York, Ballantine Books.

In *Raising Cain*, Dan Kindlon, Ph.D., and Michael Thompson, Ph.D., two of the country's leading child psychologists, share what they have learned in more than thirty-five years of combined experience working with boys and their families. They reveal a nation of boys who are hurting--sad, afraid, angry, and silent. Statistics point to an alarming number of young boys at high risk for suicide, alcohol and drug abuse, violence and loneliness. Kindlon and Thompson set out to answer this basic, crucial question: What do boys need that they're not getting? They illuminate the forces that threaten our boys, teaching them to believe that "cool" equals macho strength and stoicism. Cutting through outdated theories of "mother blame," "boy biology," and "testosterone," Kindlon and Thompson shed light on the destructive emotional training our boys receive--the emotional miseducation of boys.

Kivel, P. (1992). *Men's work : how to stop the violence that tears our lives apart*. Center City, Min., Hazelden.

Using the unique program at the Oakland Men's Project in California as a basis, Paul Kivel, one of its founding members, shares an extraordinary approach to stopping male violence. The key is understanding and evading the cultural forces that box men in and often reward them for violent behavior. Through exercises, thought-provoking questions, and intense self-examination, Men's Work helps men learn new rules and new roles in personal relationships and in the world at large.

May, R. J. and M. Scher (1988). *Changing roles for men on campus*. San Francisco, Jossey-Bass.

This book, in a series by Jossey-Bass, describes the changing nature of men on college campuses. Research and practice are discussed.

Pleck, J. H. (1981). *The myth of masculinity*. Cambridge, Mass., MIT Press.

This book explores the many intricacies of masculinity, exposing its negative consequences on both males and females alike.

Pollack, W. S. (1998). *Real boys: rescuing our sons from the myths of boyhood*. New York, Random House.

With author appearances on Good Morning America, The Today Show, 20 /20 and NPR's Fresh Air, and featuring articles in Newsweek, Time, and The New York Times, Real Boys is one of the most talked-about and influential books published this year.

Based on William Pollack's groundbreaking research at Harvard Medical School over two decades, Real Boys explores why many boys are sad, lonely, and confused although they may appear tough, cheerful, and confident. Pollack challenges conventional expectations about manhood and masculinity that encourage parents to treat boys as little men, raising them through a toughening process that drives their true emotions underground. Only when we understand what boys are really like, says Pollack, can we help them develop more self-confidence and the emotional savvy they need to deal with issues such as depression, love and sexuality, drugs and alcohol, divorce, and violence.

Schultz, J. (2001). *Getting off on feminism. Race, class, and gender: An anthology*. M. L. Anderson and P. H. Collins. Belmont, CA, Wadsworth/Thomson Learning.

From the Chapter: "When it comes to sex, feminist straight men must become participants in the discourse about our own sexuality. We have to fight the oppressive images of men as biological breeders and leering animals. We must find ways in which to understand our diverse backgrounds, articulate desires that are not oppressive, and acknowledge the power we hold.

Steinmen, G. (2001). *If men could menstruate. Race, class, and gender: An anthology*. M. L. Anderson and P. H. Collins. Belmont, CA, Wadsworth/Thomson Learning: 365-367.

From the chapter: "Male human beings have built whole cultures around the idea that penis-envy is "natural" to women - though having such an unprotected organ might be said to make men vulnerable, and the power to give birth makes womb-envy at least as logical. In short, the characteristics of the powerful, whatever they may be, are thought to be better than the characteristics of the powerless - and logic has nothing to do with it."

Thompson, C., E. R. Schaefer, et al. (2003). *White men challenging racism: 35 personal stories*. Durham, Duke University Press.

White Men Challenging Racism is a collection of first-person narratives chronicling the compelling experiences of thirty-five white men whose efforts to combat racism and fight for social justice are central to their lives. Based on interviews conducted by Cooper Thompson, Emmett Schaefer, and Harry Brod, these engaging oral histories tell the stories of the men's antiracist work. While these men discuss their accomplishments with pride, they also talk about their mistakes and regrets, their shortcomings and strategic blunders. A foreword by James W.

Loewen, author of *Lies My Teacher Told Me*, provides historical context, describing antiracist efforts undertaken by whites in America during past centuries.

Windmeyer, S. L., P. W. Freeman, et al. (1998). *Out on fraternity row: personal accounts of being gay in a college fraternity*. Los Angeles, Alyson Books.

This book collects uncompromising first-person accounts of gay life inside a traditional homophobic institution, profiling more than 30 men who tell their emotionally charged stories.

Transgender Issues

E-Resources:

National Transgender Advocacy Coalition

<http://www.ntac.org>

NTAC works for the advancement of understanding and the attainment of full civil rights for all transgender, intersexed and gender variant people in every aspect of society and actively opposes discriminatory acts by all means legally available. Believing that no person is more equal than another, is more entitled to life, liberty and the pursuit of happiness, is more worthy of love or respect, NTAC works to achieve equality for all transgender people.

The Transgender Guide.

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

Our goal is to continue providing the Transgender community with the same quality resources that we are so well known for. We are committed to publishing the most comprehensive site of services and information, accurately representing the transgender community, in a positive manner.

Popular Media Resources:

Boy's don't cry. (1999). Bienen, A., & Peirce, K. (Writers), & K. Peirce (Director). Eva Kolodner (Producer): Fox video.

From the middle of America emerged an extraordinary double life, a complicated love story and a crime that would shatter the heartland. In Falls City, Nebraska, Brandon Teena (Oscar®-winner Hilary Swank) was a newcomer with a future who had the small rural community enchanted. But, Falls City's hottest date and truest friend had one secret: he wasn't the person people thought he was. Back home is Lincoln just seventy-five miles away, Brandon Teena was a different person caught up in a personal crisis that had haunted him his entire life.

Hedwig and the angry inch (2001). Mitchell, J. C. (Writer), & J. C. Mitchell (Director) (2001). N. L. Studios (Producer): N. L. Studios.

The title character of *Hedwig and the Angry Inch*, a would-be glam-rock star from East Germany, undergoes a botched gender-change operation in order to escape from the Soviet bloc, only to watch the Berlin Wall come down on TV after being abandoned in a trailer park in

Middle America. Hedwig gets involved with Tommy, an adolescent boy who steals her songs and becomes a stadium-filling musical act. Suffering from a broken heart and a lust for revenge, Hedwig follows Tommy's tour, playing with her band (the Angry Inch) at tacky theme restaurants. Into this simple storyline, writer-director-star John Cameron Mitchell packs an astonishing mix of sadness, yearning, humor, and kick-ass songs with a little Platonic philosophy tucked inside for good measure. A visually dazzling gem of a movie.~Amazon.com

Stonewall (1996). N. Finch (Director). F. Lorber (Producer): Fox Lorber.

The fictional story line of *Stonewall* is framed by a piece of re-created gay history that has been chronicled before, primarily in such documentaries as *Before Stonewall* and *After Stonewall*. But here director Nigel Finch constructs a multilayered entertainment set in and around the Stonewall riots of June 1969 (in New York) that marked the start of gay rights and activism. *Stonewall* is engaging and sympathetic to the plight of gays everywhere, who survived a world where homosexuality was a fate worse than death (and often resulted in it). This is a movie about survival, oppression, and the self-loathing that is inflicted by a world that refuses to understand anything different from mainstream morality. ~Amazon.com

Books, Book Chapters, & Journal Articles:

Boenke, M. (2003). *Transforming families: real stories about transgendered loved ones*. Imperial Beach, CA: Walter Troom Pub.

This is a family oriented book published especially for families, friends, and others interested in understanding and learning about transgender persons. The first edition sold out; this is the expanded second edition, published in 2003. It deals with all ages and types of transgender - FTM, MTF, Intersex, cross-dressing, and androgyny. It is an ideal first book for families who want to understand.

Bornstein, K. (2000). *Which outlaws? Or, "who was that masked man?"* In M. Adams, W. J. Blumenfeld, R. Castaneda, H. W. Hackman, M. L. Peters & X. Zuniga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 220-228). New York; London: Routledge.

From the chapter: "I've tried to figure out which questions get to the core of transgender issues - the answer to the riddle of my oddly-gendered life would probably be found in the area we question the least, and there are many areas of gender we do not question...We're so sure our ability to categorize people as either men or women that we neglect to ask ourselves some very basic questions: What is a man? What is a woman? And why do we need to be one or the other?"

Boylan, J. F. (2003). *She's not there: a life in two genders* (1st Ed.). New York: Broadway Books.

Boylan is 45 years old, but for more than 40 of those years she was James Finney Boylan. A Colby College professor and author of four books of fiction, Boylan has a good comic ear, and that humor keeps the book, which tells the story of Boylan's passage from male to female.

Carter, K. A. (2000). *Transgenderism and college students: Issues of gender identity and its role on our campuses*. In V. A. Wall & N. J. Evans (Eds.), *Towards acceptance: Sexual orientation issues on*

campus (pp. 261 - 282). Lanham, MD; Cunnor Hill, Oxford: University Press of America, American College Personnel Association.

Toward Acceptance is a systematic study of the complex issues facing gay, lesbian, bisexual, and transgender persons on college campuses. Organized into five distinct sections, "Toward Acceptance" builds on the content included in Evans and Wall's previous book, "Beyond Tolerance: Gays, Lesbians, and Bisexuals on Campus" (American College Personnel Association, 1993). Co-published with American College Personnel Association.

Cromwell, J. (1999). *Transmen and FTMs: identities, bodies, genders, and sexualities*. Urbana; Chicago: University of Illinois Press.

Cromwell provides an interesting ethnography of female men from a FTM perspective in a time when the transgender community is calling for scholarship about transpeople by transcholars. He gives an insider's perspective of a fairly homogenous type of group of transmen that capably provides a few new glimpses into female men's stories.

Feinberg, L. (1996). *Transgender warriors: Making history from Joan of Arc to Dennis Rodman*. Boston: Beacon Press.

In this fascinating, personal journey through history, Leslie Feinberg uncovers persuasive evidence that there have always been people who crossed the cultural boundaries of gender. *Transgender Warriors* is an eye-opening jaunt through the history of gender expression and a powerful testament to the rebellious spirit.

Feinberg, L. (1998). *Trans liberation: beyond pink or blue*. Boston, Mass.: Beacon Press.

This stirring call for tolerance and solidarity from the acclaimed activist and author of *Transgender Warriors* collects Leslie Feinberg's speeches on trans liberation and its essential connection to the liberation of all people.

Howard, K., & Stevens, A. (2000). *Out & about campus: Personal accounts by Lesbian, Gay, Bisexual & Transgendered college students* (1st ed.). Los Angeles: Alyson Books.

Howard and Stevens, a masters of education candidate and the director of residential life, respectively, at the University of Vermont, have collected 28 first-person accounts from lesbian, gay, bisexual, and transgender students from colleges and universities across the country. A good mix of ethnicity and college settings marks these essays, which are all tied together by the theme of coming out to oneself and to the community.

MacKenzie, G. O. (1994). *Transgender nation*. Bowling Green, OH: Bowling Green State University Popular Press.

Looks at the male-to-woman transgenderist and transsexual from a sociological and sociopolitical perspective, arguing that it is not the individual transgenderists who are sick and need treatment, but the society that condemns them. Considers the history of the transgender movement, categories of sex, and contemporary medical and popular ideology.

Rankin, S. R. (2003). *Campus climate for gay, lesbian, bisexual and transgender people: A national perspective*. New York: The National Gay and Lesbian Task Force Policy Institute.

<http://www.nglftf.org>.

This report details the experiences of gay, lesbian, **bisexual, and transgender** (GLBT) people at 14 colleges and universities across the country. Based on a survey of nearly 1700 students, faculty, and staff, Campus Climate documents experiences and perceptions of anti-GLBT bias and harassment, along with levels of institutional support for GLBT people. It highlights differences in experiences between various identity groups (e.g. students vs. faculty/staff, gays/lesbians vs. bisexuals, people of color vs. whites, etc.). Intended for administrators and others committed to creating an inclusive and supportive environment for GLBT people, Campus Climate concludes with a series of recommendations toward achieving this goal.

Sanlo, R. L. (1998). *Working with Lesbian, Gay, Bisexual, and Transgender college students: A handbook for faculty and administrators*. Westport, Conn.: Greenwood Press.

This handbook is intended for faculty and administrators who wish to create a welcoming and safe environment for all lesbian, gay, bisexual and transgender students on our campuses. It will help readers, even those who may struggle personally with understanding non-heterosexual identities, gain a clearer understanding of the important issues facing these students. Each chapter analyzes specific issues affecting these students and offers recommendations or suggestions for change. Some of the areas discussed include: identity development theories, residence halls, career planning, health and counseling centers, HIV/AIDS, and student leadership and organizational development.

Women's Issues

E-Resources:

American Association of University Women

<http://www.aauw.org/>

Since 1881 the American Association of University Women has been the nation's leading voice promoting education and equity for women and girls.

The Association—with more than 100,000 members, 1,300 branches, and 550 college/university institution partners nationwide—advocates education and equity. Since its founding in 1881, members have examined and taken positions on the fundamental issues of the day—educational, social, economic, and political. Our commitment to our mission is reflected in our public policy efforts, programs, and diversity initiatives. AAUW's work extends globally through its international connections and membership in the International Federation of University Women.

American Association of Women Professors.

www.aaup.org

The AAUP focuses on issues of concern to female faculty members. The AAUP has developed policy statements, guidelines and resources on equity in pay for female faculty, work/family, affirmative action, sexual harassment, and Title IX. Under the auspices of the Committee on

Women in the Academic Profession, the Association publishes Paychecks, a workbook for identifying salary inequities and has recently published the FMLA Guide.

Institute for Women's Leadership

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

The Institute for Women's Leadership provides leadership training, coaching and consulting to women and men seeking to effect breakthrough change within their organizations. Our work empowers people to produce unprecedented results quickly. Our purpose in focusing primarily on women's leadership development is based on our belief that increasing the number and quality of women leaders exponentially improves an organization's ability to innovate, collaborate and improve performance.

National Coalition for Women and Girls in Education

<http://www.ncwge.org/>

NCWGE is a nonprofit organization of more than 50 organizations dedicated to improving educational opportunities for girls and women. Our mission is to provide leadership in and advocate for the development of national education policies that benefit all women and girls. This site provides information on our coalition; current activities; updates on relevant federal education legislation; useful resources; and NCWGE publications.

National Initiative for Women in Higher Education

<http://www.campuswomenlead.org/>

The National Initiative for Women in Higher Education is a grassroots network of feminists and allies who believe that women have created fundamental change in American higher education in the past three decades, and that collectively we have the resources to move the academy to the next stages of inclusive transformation. We know from our own experiences that some days it is hard to avoid focusing only on the unfinished business ahead and feeling isolated from others who share our goals. That is why we were so excited to join with women and men from college and university campuses, and from national educational and professional associations, who share our transformational vision of what higher education can be for all members of our communities. We hope you will be interested in learning what others are doing and sharing your own experience and insight.

National Organization for Women

<http://www.now.org>

Since its founding in 1966, NOW's goal has been to take action to bring about equality for all women. NOW works to eliminate discrimination and harassment in the workplace, schools, the justice system, and all other sectors of society; secure abortion, birth control and reproductive rights for all women; end all forms of violence against women; eradicate racism, sexism and homophobia; and promote equality and justice in our society.

Women's eNews

<http://www.womensenews.org/>

Women's eNews is a nonprofit independent news service covering the issues that are of particular concern to women. Women's eNews editor, Rita Henley Jensen and staff have nearly a half-century of journalism experience with newspapers, wire services and national publications and are determined to deliver full and balanced reporting to Women's eNews readers.

Media Resources:

Enslar, E. (2001). *The vagina monologues*. New York, Villard.

A poignant and hilarious tour of the last frontier, the ultimate forbidden zone, *The Vagina Monologues* is a celebration of female sexuality in all its complexity and mystery. Hailed as the bible for a new generation of women, it has been performed in cities all across America and at hundreds of college campuses, and has inspired a dynamic grassroots movement--V-Day--to stop violence against women. Witty and irreverent, compassionate and wise, Eve Ensler's Obie Award-winning masterpiece gives voice to real women's deepest fantasies and fears, guaranteeing that no one who reads it will ever look at a woman's body, or think of sex, in quite the same way again.

Books/Chapters/Journal Articles:

Anzaldúa, G. and A. Keating (2002). *This bridge we call home : radical visions for transformation*. New York, Routledge.

More than twenty years after the ground-breaking anthology *This Bridge Called My Back* called upon feminists to envision new forms of communities and practices, Gloria E. Anzaldúa and AnaLouise Keating have painstakingly assembled a new collection of over eighty original writings that offers a bold new vision of women-of-color consciousness for the twenty-first century. Written by women and men - both 'of color' and 'white'- *this bridge we call home* will challenge readers to rethink existing categories and invent new individual and collective identities.

Hooks, b. (1981). *Ain't I a woman : Black women and feminism*. Boston, MA, South End Press.

Bell Hooks clearly illustrates how the black woman is the dual embodiment of racial and gender injustices. This is the author's forum to address significant social and political issues that continually render African-American women invisible and devalue their experiences collectively, as well as individually. She manages to do this in a effective and unbiased fashion. hooks' delivers an irrefutable argument that will encourage readers to open their hearts and minds to confront their own internalized racism, sexism, and classism.

Hooks, b. (1989). *Talking back: thinking feminist, thinking black*. Toronto, Ont., Canada, Between the Lines.

Activist/academician hooks (*Ain't I a Woman: Black Women & Feminism* and *Feminist Theory: From Margin to Center*) has here collected 23 of her angry, intelligent, critical, and compelling essays on subjects as diverse as writing autobiography, teaching women's literature, black homophobia, intimate violence, racist feminists, black porn, and politics at Yale. Her blend of the personal and theoretical, political and intellectual, provides a unique perspective on issues of current concern among blacks, women, and educators. Her writing is lucid, confrontational, and

challenging sure to offend a few but, it is to be hoped, sought after by those whose collections include the original, humorous, and courageous. ~Beverly Miller, Boise State Univ. Lib., Id. Copyright 1988 Reed Business Information, Inc.

Lorde, A. (1984). *Sister outsider: essays and speeches*. Trumansburg, NY, Crossing Press.

This book is a compilation of material Lorde wrote in the 70s 80s. Lorde is one of the foremost writers on the subjects of patriarchy, sexism, homophobia and race relations that the West has ever seen. She talks about how to make change and helps the reader truly understand the situation of people who are underprivileged and discriminated against in our society.

Moraga, C. and G. Anzaldúa (2001). *This bridge called my back: writings by radical women of color*. Berkeley, CA, Third Woman Press.

This Bridge Called My Back has served as a rallying call for women of color for a generation, and this new edition keeps that call alive at a time when divisions prove even more stubborn and dangerous. The new edition is further brought to life with the incorporation of visual art by seventeen noted women of color artists.

Ronai, C. R., B. A. Zsembik, et al. (1997). *Everyday sexism in the third millennium*. New York, Routledge.

This collection features new and original research on the range of sexism still faced every day by women in US society. It documents oppression across ethnic, racial, class, and sexual orientation groups in a wide range of gendered spaces, including the home, the workplace, unions, educational institutions, and the Internet.

Sadker, M. and D. M. Sadker (1994). *Failing at fairness: how America's schools cheat girls*. New York; Toronto: C. Scribner's Sons.

Failing at Fairness, the result of two decades of research, shows how gender bias makes it impossible for girls to receive an education equal to that given to boys: Girls' learning problems are not identified as often as boys' are; Boys receive more of their teachers' attention; Girls start school testing higher in every academic subject, yet graduate from high school scoring 50 points lower than boys on the SAT. Hard-hitting and eye-opening, Failing at Fairness should be read by every parent, especially those with daughters. ~ Book description

Scott, J. W. (1996). *Feminism and history*. Oxford ; New York, Oxford University Press.

How have 'women' been defined in different historical circumstances? How have categories of social differentiation--gender, class, race, sexuality--defined the identity of women? *Feminism and History* brings together the classic and best articles written over the period of contemporary feminist theory, providing a critical analysis of, and historical context for, the ways in which 'women' and sexual difference have been represented.

Warshaw, R. and M. P. Koss (1988). *I never called it rape : the Ms. report on recognizing, fighting, and surviving date and acquaintance rape*. New York, Harper & Row.

The classic book that broke new ground by thoroughly reporting on the widespread problem of date and acquaintance rape has now been completely updated to include recent studies, issues, current events, and controversies.

Multiple Identities/ Intersection of Identity

Books/Chapters/Journal Articles:

Banks, M. E. and E. Kaschak (2003). *Women with visible and invisible disabilities: multiple intersections, multiple issues, multiple therapies*. New York, Haworth Press.

This thoughtful collection addresses the issues faced by women with disabilities, examines the social construction of disability, and makes suggestions for the development and modification of culturally relevant therapy to meet the needs of disabled women. Written in an accessible style—often in the words of women coping with various disabilities—and with a minimum of jargon, this book provides clinical material from the perspectives of psychotherapists, clients, personal assistants, and health administrators.

Hurtado, A. (1997). "Understanding multiple group identities: Inserting women into cultural transformations." *Journal of Social Issues* 53(2): 299-328.

Presents an analysis of the literature on the assimilation/acclulturation framework of cultural transformations in the United States. Issues which are included and those which are excluded in the study of group differences between men and women; Integration of recent developments in feminist theory in the analysis; Factors which the social engagement model takes into account.

Jones, S. R. (1997). "Voices of identity and difference: A qualitative exploration of the multiple dimensions of identity development in women college students." *Journal of College Student Development* 38: 376-386.

The multiple dimensions of identity development and difference among 10 diverse women college students are described. Data analysis using grounded theory methodology yielded 10 key categories and a core category, which described contextual influences on the construction of identity. Implications for student affairs are discussed.

Jones, S. R. and M. K. McEwen (2000). "A conceptual model of multiple dimensions of identity." *Journal of College Student Development* 41: 405-414.

A conceptual model of multiple dimensions of identity depicts a core sense of self or one's personal identity. Intersecting circles surrounding the core identity represent significant identity dimensions (e.g. race, sexual orientation, and religion) and contextual influences (e.g. family background and life experiences). The model evolved from a grounded theory study of a group of 10 women college students ranging in age from 20-24 and of diverse racial-ethnic backgrounds.

Mayberry, K. J. (1996). *Teaching what you're not : identity politics in higher education*. New York, New York University Press.

This edited volume looks at the intersection between course content and instructor identity. Four sections of papers address multiculturalist pedagogies, considerations regarding the students themselves, instructor identities and course content. Papers include: "No Middle Ground? Men Teaching Feminism" (J. Scott Johnson et al.); "Straight Teacher/Queer Classroom: Teaching as an Ally" (Barbara Scott Winkler); "Teaching in the Multiracial Classroom: Reconsidering? Benito Cereno!" (Robert S. Levine); "Scratching Heads: The Importance of Sensitivity in the Analysis of 'Others'" (Donna J. Watson); "Who Holds the Mirror? Creating 'The Consciousness of Others'" (Mary Elizabeth Lanser); and "Teaching What the Truth Compels You to Teach: A Historian's View" (Jacqueline Jones).

Morey, A. I. and M. Kitano (1997). *Multicultural course transformation in higher education: a broader truth*. Boston, Allyn and Bacon.

Papers in this volume suggest a framework for making course and curricular changes, along with specific examples and scenarios from a variety of disciplines. Some chapters and authors include: "A Rationale and Framework for Course Change" (Margie K. Kitano); "What a Course Will Look Like After Multicultural Change" (Margie K. Kitano); "Instructional Strategies" (Eleanor W. Lynch); "Assessment of Student Learning" (Rena B. Lewis); "Classroom Dynamics: Disclosing the Hidden Curriculum" (Terry Jones and Gale Auletta Young); "The Community College Curriculum" (Desna L. Wallin); "Organizational Change and Implementation Strategies for Multicultural Infusion" (Ann Intili Morey); and chapters addressing curricular change and instructional strategies in specific fields (English, mathematics, biological and environmental sciences, economics, nursing, teacher education).

Reynolds, A. L. and R. L. Pope (1991). "The complexities of diversity: Exploring multiple oppressions." *Journal of Counseling & Development* 70: 174-180.

There has been a growth of identity development models in multicultural psychology for the past 20 years; these frameworks, however rarely acknowledge the complexities of multiple identities and multiple oppressions. The purpose of this article is to challenge our understanding of cultural diversity beyond its current simplistic frameworks. Alternative worldviews, such as Afro centric psychology, can broaden our comprehension of human diversity and are used to examine the identity development literature. Several case examples of individuals are explored to illustrate the complexities of cultural diversity. Implications for counseling, training, and research are briefly discussed.

Schoem, D. L. (1993). *Multicultural teaching in the university*. Westport, Conn., Praeger.

This important book includes more than twenty essays by faculty from different disciplines, each articulating the multiple dimensions and components of multicultural teaching. Teachers discuss their own teaching methods and classes in terms of course content, process and discourse, and diversity among faculty and students in the classroom. This volume integrates new scholarship that reflects a more expansive notion of knowledge, and suggests new ways to communicate with diverse populations of students.

Walker, R. (2001). *Black, white, and Jewish: autobiography of a shifting self*. New York, Riverhead Books.

Hailed as "compelling" by The Washington Post and "stunningly honest" by The San Francisco Chronicle, this memoir has hit bestseller lists and earned critical praise from coast to coast. Rebecca Walker was born in 1969 to author Alice Walker and lawyer Mel Leventhal, who met and married in the heyday of the Civil Rights movement. But after their divorce, Rebecca was a lonely only child ferrying between two worlds-and trying to figure out where she fit in.

Privilege

E-Resources:

Clark, K. White Privilege.com: An anti racist resource.

<http://www.whiteprivilege.com>

White Privilege.com is a free resource for antiracist education and activism; its editorial focus is analyzing and critically assessing racialized social privilege. It's published by the Monkeyfist Collective.

College, G. C. Resources on White Privilege.

<http://www.gcc.mass.edu/folderacad/library/Path/WPIInternet.htm>

A public information page prepared by the Greenfield Community College library with links to Internet sites, articles, essays and other resources on white privilege and related topics.

Books, Book Chapters, and Journal Articles:

Goodman, D. (2001). *Promoting diversity and social justice : educating people from privileged groups*. Thousand Oaks, Calif, Sage Publications Inc.

This book offers educational and psychological perspectives to inform practice and increase options in addressing conflict situations. The first part of the book helps the educator understand the reasons for resistance and ways to prevent it. The second part explains how educators motivate dominant groups to support social justice. This book is an excellent resource for group facilitators, counselors, trainers in classrooms and workshops, professors, teachers, higher education personnel, community educators, and other professionals involved with educating others about diversity and equity.

Kimmel, M. and A. Ferber (2003). *Privilege: A reader*. Cambridge, MA, Westview Press.

In this new and timely anthology on the experience of privilege in America - as it relates to holding the identity of the dominant gender, class, race, and sexual preference-sociologists Michael Kimmel and Abby Ferber, along with a wide range of contributors, challenge students to think more critically about the myriad inequalities in society and especially to become more aware of how dynamics that create inequality for some also benefit others. Designed to be used in both introductory sociology and race, gender, and class courses, this exciting volume asks that privilege-and students' own role in it-become more visible.

McIntosh, P. (2000). *White privilege and Male privilege: A personal account of coming to see correspondences through work in Women's studies. Race, class, and gender: An anthology*. M. L.

Anderson and P. H. Collins. Belmont, CA, Wadsworth/Thomson Learning: 95-105. Available here at <http://www.anarchistblackcross.org/org/wp/peggy.html>.

Thinking through unacknowledged male privilege as a phenomenon, I realized that, since hierarchies in our society are interlocking, there are most likely a phenomenon of while privilege that was similarly denied and protected. As a white person, I realized I had been taught about racism as something that puts others at a disadvantage, but had been taught not to see on of its corollary aspects, white privilege, which puts me at an advantage....

Rothenberg, P. (2002). *White privilege: Essential readings on the other side of racism*. New York, Worth Publishers.

In *White Privilege: Essential Readings on the Other Side of Race*, Rothenberg has compiled and reduced some very important and complex discussions on whiteness from a variety of social contexts. In *White Privilege*, whiteness is traced from it's multiple origins and entry points giving a basic understanding on how whiteness developed as a social construct, what whiteness has meant to numerous people, how various Others have become white, and how whiteness is navigated and construed by people of color.

Schlosser, L. Z. and W. E. Sedlacek (2003). *Christian privilege and respect for religious diversity: Religious holidays on campus*. About Campus. January-February: 31-32.

Race & Ethnicity: General Resources

Media Resources:

Institutionalized racism in American society. Wise, Tim (2003) [MP3 recording]. Available here at <http://www.radio4all.net/proginfo.php?id=3877>.

Anti--Racist activist Tim Wise speaks on the system of institutionalized white supremacy, how it works, and how it must not be a part of any movement for a democratic society.

Skin deep. Reid, F., Wood, S., & Cahill, S. (1995). [1 videocassette (54 min.)]. Berkeley, CA: Iris Films.

A diverse group of college students reveal their honest feelings and attitudes about race and racism. Students are interviewed alone, and then discuss the issues in a group setting.

The color of fear. Lee, M. W., Hunter, M., & Stir-Fry Productions. (1994). [1 videocassette (90 min.)]. Oakland, CA: Stir-Fry Productions.

Eight North American men of different races talk together about how racism affects them.

What's cooking? Chadha, G., Chen, J., Margulies, J., Ruehl, M., Sedgwick, K., Woodard, A., et al. (2000). [1 videodisc (109 min.)]. [United States]: Trimark Home Video.

In Los Angeles' Fairfax district, four households celebrate Thanksgiving amidst family tensions. In the Nguyen family, the children's acculturation and immigrant parents' fears collide. In the Avila family, Isabel's son has invited her estranged husband to their family dinner. Audrey and

Ron Williams want to keep their own family's ruptures secret from Ron's visiting mother. In the Seelig household, Herb and Ruth are unwilling to discuss that their grown daughter is living with her lover, Carla.

Race the power of an illusion. Pounder, C. C. H., Adelman, L., Herbes-Sommers, C., Strain, T. H., Smith, L. M., California Newsreel (Firm), et al. (2003). [1 videodisc (168 min.)]. San Francisco, Calif.: California Newsreel.

Episode one explores how recent scientific discoveries have toppled the concept of biological race. Episode two questions the belief that race has always been with us. It traces the race concept to the European conquest of the Americas. Episode three focuses on how our institutions shape and create race.

Books, Book Chapters, & Journal Articles:

Wijeyesinghe, C., & Jackson, B. W. (2001). *New perspectives on racial identity development: a theoretical and practical anthology.* New York: New York University Press.

Decades have passed since our original theories of racial identity development were formed, bringing with them changes in our society and in our understandings of race and racism.

New Perspectives on Racial Identity Development seeks to update these foundational models. The volume brings together leaders in the field to deepen, broaden, and reassess our understandings of racial identity development among Blacks, Latino/as, Asian Americans, American Indians, Whites, and multiracial people.

African, African American, & Black Identity

E-Resources:

Recommended African American Websites

http://www.public.iastate.edu/~savega/afr_amer.htm

This list includes selected African American web resources useful for academic research and information purposes. Only Websites that are reflective of African American realities were considered; sites that are exclusively African in origin or focus are only rarely included. Recommended Websites listed below were evaluated for breadth, perceived authority, stability, usefulness, and accuracy.

Books, Book Chapters, & Journal Articles:

Adams, F. D., & Sanders, B. (2003). *Alienable rights: the exclusion of African Americans in a white man's land, 1619-2000* (1st ed.). New York: HarperCollins Publisher.

The authors contend that the drive for African American equality has never had the support of the majority of white Americans. Racial progress has come in brief historical bursts when a committed militant minority -- abolitionists, radical Republicans, civil rights activists -- stirred

the nation to action, pressuring it to change; but, invariably, advances have been followed by concerted efforts to restore white privilege

Cross, W. E. (1991). *Shades of black: diversity in African-American identity*. Philadelphia: Temple University Press.

In this controversial and path-breaking book, William E. Cross, Jr., presents the diversity and texture that have always been the hallmark of Black psychology. *Shades of Black* explodes the myth that self-hatred is the dominant theme in Black identity. With a thorough review of social scientific literature on Negro identity conducted between 1936 and 1967, Cross demonstrates that important themes of mental health and adaptive strength have been frequently overlooked by scholars, both Black and White, obsessed with proving Black pathology. He examines the Black Power Movement and critics who credit this era with a comprehensive change in Black self-esteem. Allowing for a considerable gain in group identity among Black people during this period, Cross shows how, before this, working and middle class, and even many poor Black families were able to offer their progeny a legacy of mental health and personal strength that sustained them in their struggles for political and cultural consensus.

Dyson, M. E. (1993). *Reflecting black: African-American cultural criticism*. Minneapolis: University of Minnesota Press.

From rap music to preaching, from Toni Morrison to Leonard Jeffries, from Michael Jackson to Michael Jordan, *Reflecting Black* explores as never before the varied and complex dimensions of African-American culture through personal reflection, expository journalism, scholarly investigation and even homily.

Gates, H. L., & West, C. (2000). *The African-American century: how Black Americans have shaped our country*. New York: Free Press.

Black Americans are at the heart of the greatest achievements of our history, from music to law, from politics to sports, from literature to religion. Now the two leading African-American intellectuals of our day show us why the twentieth century was The African-American Century, with one hundred original profiles of the most influential African Americans from W. E. B. Du Bois to Oprah Winfrey.

Henry Louis Gates, Jr., and Cornel West offer their personal picks of the African-American figures who did the most to shape our world. Here we find much-loved figures such as scientist George Washington Carver and civil rights leader Martin Luther King, Jr., and contemporary favorites such as comedian Richard Pryor, novelist Alice Walker, and golf champion Tiger Woods.

Written in a lively, accessible style and fully illustrated throughout, *The African-American Century* is a celebration of black achievement and a tribute to the black struggle for freedom in America that will inspire us for years to come.

Guthrie, R. V. (1998). *Even the rat was white: a historical view of psychology* (2nd Ed.). Boston: Allyn and Bacon.

Even The Rat Was White views history from all perspectives in the quest for historical accuracy. Histories and other background materials are presented in detail concerning early African-American psychologists and their scientific contributions, as well as their problems, views, and

concerns of the field of social psychology. Archival documents that are not often found in mainstream resources are uncovered through the use of journals and magazines, such as the *Journal of Black Psychology*, the *Journal of Negro Education*, and *Crisis*. The historical role of African-Americans in psychology. *History of Psychology, Psychology of Prejudice*.

Parham, T. A., White, J. L., & Ajamu, A. (1999). *The psychology of Blacks: an African-centered perspective* (3rd ed.). Upper Saddle River, N.J.: Prentice Hall.

This book highlights the limitations of traditional psychological theories and approaches when applied to African descent people. It provides information on how the African Centered Perspective is defined, as well as how it operates in the context of the African American family with regard to identity development, education, mental health, research, and managing contemporary issues. It links the context of African American life to the traditions, values and spiritual essence of their African ancestors in an attempt to acknowledge the African worldview and assist the African American community in addressing some of the challenges they will face in the 21st century.

Tatum, B. D. (1999). *"Why are all the Black kids sitting together in the cafeteria?": and other conversations about race*. New York: BasicBooks.

Walk into any racially mixed high school and you will see Black youth seated together in the cafeteria. 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 passed our reluctance to talk about racial issues? *Why Are All the Black Kids Sitting Together in the Cafeteria?* provides us with a new framework for thinking and talking about race.

West, C. (1994). *Race matters* (1st Vintage Books Ed.). New York: Vintage Books.

First published in 1993 on the one-year anniversary of the L.A. riots, *Race Matters* has since become an American classic. Beacon Press is proud to present this hardcover edition with a new introduction by Cornel West. The issues that it addresses are as controversial and urgent as before, and West's insights remain fresh, exciting, and timely. Now more than ever, *Race Matters* is a book for all Americans—one that will help us build a genuine multiracial democracy.

American Indian Identity

E-Resources:

Recommended American Indian Websites

http://www.public.iastate.edu/~savega/amer_ind.htm

This list includes selected American Indian web resources useful for academic research and information purposes. Only Websites that are reflective of American Indian / Native American realities were considered; sites that are exclusively "New Age" or otherwise non-native in origin or focus are not included. Recommended Websites listed below were evaluated for breadth, perceived authority, stability, usefulness, and accuracy.

Media Resources:

Tribal College

Tribal College is a quarterly publication of the American Indian Higher Education Consortium, an organization of 35 Indian-controlled colleges in the United States and Canada. It is published with assistance from the W.K. Kellogg Foundation, and the American Indian College Fund.

Books, Book Chapters, & Journal Articles:

Ah Nee-Benham, M. K. P., & Stein, W. J. (2003). *The renaissance of American Indian higher education: capturing the dream*. Sociocultural, political, and historical studies in education. Mahwah, N.J.: Lawrence Erlbaum.

In 1994, the W. K. Kellogg Foundation entered into a 7-year initiative with the tribally controlled colleges and universities, called the Native American Higher Education Initiative (NAHEI). The 13 chapters in this book tell the story of NAHEI, focusing on the development and strengthening of tribal colleges and the role of institutional partnerships, connections to tribal communities, importance of culture, preparation of Native teachers and leaders, and issues of scholarship and technology.

Churchill, W. (2001). *Crimes against Humanity*. In M. L. Andersen, & Hill Collins, Patricia (Ed.), *Race, Class, and Gender: An Anthology* (pp. 439-446). Belmont, CA: Wadsworth/Thomson Learning.

If nifty little "pep" gestures like the "Indian Chant" and the "Tomahawk Chop" are just good clean fun, then let's spread the fun around, shall we?

Congress), C. C. L. o. (Writer) (1995). *More than bows and arrows*. [United States: s.n.].

An exploration of the technological innovations and Native American contributions to contemporary American and Canadian civilization, such as irrigation systems, medical techniques, and architecture. From net fishing off cliffs to prehistoric mounds that rival the pyramids of Egypt, from early mines and medicine men to the ancient Hohokum irrigation canal system.

Consortium, A. I. H. E. (1989). *Tribal college: journal of American Indian higher education*. Sacramento, CA: American Indian Higher Education Consortium.

On behalf of the American Indian Higher Education Consortium's member tribal colleges and universities, we provide information for everyone interested in American Indian higher education. Our culture-based publication addresses subjects important to the future of American Indian and Alaska Native communities utilizing both journalistic and scholarly articles.

Garrod, A., & Larimore, C. (1997). *First person, first peoples: Native American college graduates tell their life stories*. Ithaca, NY: Cornell University Press.

Thirteen Native Americans representing a variety of tribal affiliations but all graduates of Dartmouth describe their experiences in and out of college, focusing on how they coped with

sometimes-conflicting cultural demands and how they carried on their heritage. Some came from poor homes where alcoholism was common; others had highly educated parents who gave them encouragement and support. For most, however, success did not come easily. The decision to draw on the experiences of Dartmouth graduates only may at first seem self-congratulatory, since all the editors as well as the contributors have the Dartmouth Native American Program in common. Yet the essays are fresh and engaging and of high literary and journalistic quality. A unique perspective on a much-neglected aspect of college life; highly recommended.

Teaching, C. F. f. t. A. o. (1989). *Tribal colleges: shaping the future of native America*. Princeton, N.J.: The Foundation.

The Carnegie Foundation for the Advancement of Teaching's special report, *Tribal Colleges: Shaping the Future of Native America*, states, "Tribal colleges offer hope. They can, with adequate support, continue to open doors of opportunity to the coming generations and help Native American communities bring together a cohesive society, one that draws inspiration from the past in order to shape a creative, inspired vision of the future."

Arab American Identity

E-Resources:

Arab American Students in Public Schools. ERIC Digest, Number 142.
http://www.ericfacility.net/databases/ERIC_Digests/ed429144.html

This digest reviews the resources available to provide Arab Americans with a supportive school environment and all students with an accurate and unbiased education on the Middle East.

Arab Anti-discrimination Committee
<http://www.adc.org/>

The American-Arab Anti-Discrimination Committee (ADC) is a civil rights organization committed to defending the rights of people of Arab descent and promoting their rich cultural heritage. ADC, which is non-sectarian & non-partisan, is the largest Arab-American grassroots organization in the United States. It was founded in 1980 by former U.S. Senator James Abourezk and has chapters nationwide.

Arab Culture and Civilization
http://www.nitle.org/arabworld/main_menu.php?module_id=9

A collaborative web project sponsored by the National Institute for Technology and Liberal Education. Includes extensive information and resources on the history, ethnicity, arts and literature, language - and more - of the Arab world as well as on Arab Americans.

Books, Book Chapters, and Journal Articles:

Renard, J. (2002). *101 Questions and Answers on Islam*. New York: Gramercy.

This informative, clear, and accessible guide offers information and knowledge about the Islamic religion. Organized in a question and answer format, this book gives the reader a better understanding of Islam through education. Where and when did Islam come into being? What sort of book is the Koran? What basic views do Muslims hold on human rights? (from Amazon.com)

Telhami, S. (2002) *The Stakes: America in the Middle East: The consequences of power and the choice for peace*. Cambridge, MA: Westview Press.

In *The Stakes*, Shibley Telhami, one of America's most in-demand commentators on the Middle East, provides a concise and penetrating analysis that explains Arab and Muslim attitudes towards the United States and shows why there is much reason for concern. In an insightful, passionate, yet balanced analysis, Telhami shows why the Arab-Israeli conflict remains central to the war on terrorism and to international stability, and considers the consequences of a post-war Iraq: its effect on Middle Eastern politics and American foreign policy, the recovery of the region, and its future with the rest of the world.

Said, E. (1999) *Out of Place*. New York: Random House Inc.

Out of Place tells the story of Said's upbringing in Palestine, Egypt, Lebanon and the United States, and the saga of his family's experiences, most significantly in the 1947-48 period. Said's book is not only a superb memoir and a fascinating personal and family portrait, it is also an invaluable contribution to the narrative of the Palestinian experience and the development of an Arab-American consciousness.

Asian American & Asian Pacific Islander Identity

E-Resources:

Recommended Asian American Websites

http://www.public.iastate.edu/~savega/asian_am.htm

This list includes selected Asian American web resources useful for academic research and information purposes. Only Web sites that are reflective of Asian American realities were considered; sites that are exclusively Asian in origin or focus are only rarely included. Recommended Web sites listed below were evaluated for breadth, perceived authority, stability, usefulness, and accuracy.

Media Resources:

Slaying the dragon. C. C. L. O. (Writer) (1987).

Slaying the Dragon is a comprehensive look at media stereotypes of Asian and Asian American women since the silent era. From the racist use of white actors to portray Asians in early Hollywood films, through the success of Anna May Wong's sinister dragon lady, to Suzie Wong and the geisha girls, to the Asian-American anchorwoman of today, this fascinating videotape shows how stereotypes of exoticism and docility have affected the perception of Asian-American

women. Produced by Asian Women United, this invaluable resource has been widely used by universities and libraries.

Books, Book Chapters, & Journal Articles:

Espiritu, Y. L. (1992). *Asian American panethnicity: bridging institutions and identities*. Philadelphia: Temple University Press.

With different histories, cultures, languages, and separate identities, most Americans of Chinese, Japanese, Filipino, Korean and Vietnamese origin are lumped together and viewed by other Americans as simply as Asian Americans.

Lee, S. J. (1996). *Unraveling the "model minority" stereotype: listening to Asian American youth*. New York: Teachers College Press.

Stacey Lee examines the development of ethnic/racial identity among Asian American students within the context of race relations at a public high school and within the larger society. Lee explores how the stereotype that Asian Americans are all high achievers affects these students and their relationships with other racial groups.

McEwen, M. K., Kodama, C. M., Alvarez, A. N., Lee, S., & Liang, C. T. H. (Ed.). (2002). *Working with Asian American College Students* (Vol. 97): Jossey-Bass.

This issue represents a coordinated effort to link the historical, theoretical, and applied literature on Asian American college students. Leading off this volume, three undergraduate Asian American students share their experiences in college. In subsequent chapters, authors highlight the diversity of Asian American college students, analyze the "model minority" myth and the stereotype of the "perfidious foreigner," and point out the need to consider the racial identity and racial consciousness of Asian American students.

Various authors propose a model of Asian American student development, address issues of Asian Americans who are at education risk, discuss the importance of integration and collaboration between student affairs and Asian American studies programs, and offer strategies for developing socially conscious Asian American student leaders. Two authors who wrote about Asian American college students in 1987 reflect on the preceding chapters and provide suggestions for more effective work with Asian American students. Concluding the volume is an extensive list of resources, ranging from associations and media to policy reports and landmark scholarly works.

Takaki, R. T. (1998). *Strangers from a different shore: a history of Asian Americans* (Updated and rev. , 1st Back Bay ed.). Boston: Little Brown.

This book chronicles the history of social conditions for Asian Americans in the United States.

Wu, F. H. (2001). *Yellow: race in America beyond Black and white*. New York, NY: Basic Books.

Wu examines affirmative action, globalization, immigration, and other controversial contemporary issues through the lens of the Asian-American experience. Mixing personal anecdotes, legal cases, and journalistic reporting, Wu confronts damaging Asian-American

stereotypes such as "the model minority" and "the perpetual foreigner." By offering new ways of thinking about race in American society, Wu's work dares us to make good on our great democratic experiment.

Biracial & Multiracial Identity

Books, Book Chapters, & Journal Articles:

Daniel, G. R. (2002). *More than Black? : Multiracial identity and the new racial order*. Philadelphia: Temple University Press.

Tracing the centuries-long evolution of Eurocentrism, a concept geared to protecting white racial purity and social privilege, Daniel shows how race has been constructed and regulated in the United States. The so-called one-drop rule (i.e., hypodescent) obligated individuals to identify as black or white, in effect erasing mixed-race individuals from the social landscape. For most of our history, many mixed-race individuals of African American descent have attempted to acquire the socioeconomic benefits of being white by forming separate enclaves or "passing." By the 1990s, however, interracial marriages became increasingly common, and multiracial individuals became increasingly political, demanding institutional changes that would recognize the reality of multiple racial backgrounds and challenging white racial privilege.

More Than Black? regards the crumbling of the old racial order as an opportunity for substantially more than an improvement in U.S. race relations; it offers no less than a radical transformation of the nation's racial consciousness and the practice of democracy.

Funderburg, L. (1994). *Black, white, other: biracial Americans talk about race and identity* (1st ed.). New York: W. Morrow and Co.

In *Black, White, Other* journalist Lise Funderburg presents the lives and views of forty-six adult children of black-white unions. Topics include love and marriage, racism in the workplace, and bringing up children in a racially divided world.

The first book ever to explore the lives of adult children of black-white unions, *Black, White, Other* is for the millions of biracial Americans, and for everyone who is interested in the subject of race and the prospects for achieving true pluralism in America.

Gaskins, P. F. (1999). *What are you? : Voices of mixed-race young people* (1st Ed.). New York: Henry Holt.

In the past three decades, the number of interracial marriages in the United States has increased by more than 800 percent. Now over four million children and teenagers do not identify themselves as being just one race or another.

What Are You? is based on the interviews the author has made over the past two years with mixed-race young people around the country. These fresh voices explore issues and topics such as dating, families, and the double prejudice and double insight that come from being mixed, but not mixed-up.

McBride, J. (1996). *The color of water: a Black man's tribute to his white mother*. New York: Riverhead Books.

This is a book that will "make you proud to be a member of the human race," says Mirabella, and countless readers have already discovered its power. Written in remembrance of his Polish-born, Southern-raised Jewish mother-who married a black man and raised twelve children, all of whom completed college-The Color of Water is a classic of the memoir genre, a testament to love, and a truly American story.

O'Hearn, C. C. (1998). *Half and half: writers on growing up biracial and bicultural* (1st Ed.). New York: Pantheon Books.

As we approach the twenty-first century, biracialism and biculturalism are becoming increasingly common. Skin color and place of birth are no longer reliable signifiers of one's identity or origin. Simple questions like What are you? and Where are you from? Aren't answered--they are discussed. These eighteen essays, joined by a shared sense of duality, address the difficulties of not fitting into and the benefits of being part of two worlds. Through the lens of personal experience, they offer a broader spectrum of meaning for race and culture. And in the process, they map a new ethnic terrain that transcends racial and cultural division.

Phinney, J. S., & Alipuria, L. L. (1996). *At the interface of cultures: multiethnic/multiracial high school and college students*. *The Journal of Social Psychology*, 136(2), 304-314.

Data from 2 studies conducted in the United States - 1 with high school students and 1 with college students - are reported. Two hundred forty-one multiethnic/multi-racial youths (also termed biethnic/biracial, mixed ethnic/mixed racial, and interracial) were selected using 2 large surveys and compared with 1,041 of their monoethnic peers. Although more than 10% of the students across both studies were multiethnic, less than one third of these respondents labeled themselves as such. Ethnic self-labels varied with setting, type of question, and parental ethnicity. Multiethnic youths did not differ from monoethnics regarding self-esteem. In some cases, multiethnic students had more positive attitudes toward other groups than monoethnics did.

Root, M. P. P. (1992). *Racially mixed people in America*. Newbury Park, Calif.: Sage Publications.

Although America has been experiencing a biracial baby boom for the last 25 years, there has been a dearth of information about how racially mixed people identify and view themselves as well as relate to one another. *Racially Mixed People in America* bridges this gap, and offers a comprehensive look at all the issues involved in doing research with mixed race people, all in the context of America's multiracial past and present.

Winters, L. I., & DeBose, H. L. (2003). *New faces in a changing America: multiracial identity in the 21st century*. Thousand Oaks, Calif.: Sage Publications.

How multiracial people identify themselves can have major consequences on their positions in their families, communities and society. Even the U.S. Census has recognized the rapidly increasing numbers of those who consider themselves multiracial, adding a new racial category to the 2000 Census form: two or more races.

New Faces in a Changing America: Multiracial Identity in the 21st Century examines the multiracial experience, its history and the political issues and consequences surrounding biracial and multiracial identity, bringing together top names in the field to give readers cutting edge views and insights gained from contemporary research.

Zack, N. (1993). *Race and mixed race*. Philadelphia: Temple University Press.

In the first philosophical challenge to accepted racial classifications in the United States, Naomi Zack uses philosophical methods to criticize their logic. Tracing social and historical problems related to racial identity, she discusses why race is a matter of such importance in America and examines the treatment of mixed race in law, society, and literature. Zack argues that black and white designations are themselves racist because the concept of race does not have an adequate scientific foundation. The "one drop" rule, originally a rationalization for slavery, persists today even though there have never been "pure" races and most American blacks have "white" genes. Exploring the existential problems of mixed race identity, she points out how the bi-racial system in this country generates a special racial alienation for many Americans. Ironically suggesting that we include "gray" in our racial vocabulary, Zack concludes that any racial identity is an expression of bad faith.

Latino/Latina Identity

E-Resources:

Recommended US Latino Websites

http://www.public.iastate.edu/~savega/us_latin.htm

This list includes Chicano (Mexican American), Puerto Rican, and Cuban American Web resources, as well as sites that pertain to Salvadorans, Dominicans, Colombians, and Guatemalans residing in the US. Only Web sites that are reflective of US Latino realities were considered; sites that are exclusively Latin American in focus are not included. Recommended Web sites listed below were evaluated for breadth, perceived authority, stability, usefulness, and accuracy.

Books, Book Chapters, & Journal Articles:

Gallegos, B. M. F. a. P. I. (2001). *Racial identity development and Latinos in the United States*. In C. Wijeyesinghe & B. W. Jackson (Eds.), *New perspectives on racial identity development: a theoretical and practical anthology*. New York: New York University Press.

New Perspectives on Racial Identity Development seeks to update foundational models. The volume brings together leaders in the field to deepen, broaden, and reassess our understandings of racial identity development among Blacks, Latino/as, Asian Americans, American Indians, Whites, and multiracial people.

Bernardo M. Ferdman and Placida Gallegos present new paradigms and consider future issues which may come to challenge existing theories. Later chapters present examples of the ways in which these models may be applied within such contexts as conflict resolution and clinical

counseling and supervisory relationships, and address their utility in understanding the experiences of other racial and ethnic groups.

Johnson, K. R. (1999). *How did you get to be Mexican? : a white/brown man's search for identity*. Philadelphia: Temple University Press.

This compelling account of racial identity takes a close look at the question "Who is a Latino?" and determines where persons of mixed Latino-Anglo heritage fit into the racial dynamics of the United States. The son of a Mexican American mother and an Anglo father, Kevin Johnson has spent his life in the borderlands between racial identities. In this insightful book, he uses his experiences as a mixed Latino-Anglo to examine issues of diversity, assimilation, race relations, and affirmative action in contemporary America.

Olivas, M. A. (1986). *Latino college students*. New York: Teachers College Press.

This anthology written by many scholars, discusses a wide range of issues, including family profiles of Hispanic college students, the High School experience and its effect on College selection, areas of stress for Hispanic College students, bias in College tests, and the trends in college attendance by Hispanics. Engineering Hispanic students are the special focus of one article.

Tashlik, P. (1994). *Hispanic, female and young: an anthology*. Houston, TX: Pinäata Books.

This groundbreaking anthology combines the fresh perspectives of young women with the seasoned views of established writers such as Judith Ortiz Cofer, Pat Mora, and Nicholasa Mohr.

White Identity

Books, Book Chapters, & Journal Articles:

Fine, M. (1997). *Off white: readings on race, power, and society*. New York: Routledge.

Making the claim that "white is a color," Off White brings a much-needed analysis of the white racialization process to the multicultural discussion. The contributors hail from the fields of education and psychology; and their essays acknowledge that white identity, class and sexuality are essential sites for studying racism.

The opening section explodes the concept of whiteness by examining how it is embodied and institutionalized in schools and in workplaces. Contributors "out" their institutions in order to reveal how racism is embedded in institutional structures, policies, relationships and identities. Other essays tackle the privileges associated with whiteness; pro-white racism, white, working class men's narratives; and the implications of whiteness in print and media. Off White concludes with a look at the possibilities that lie within multiracial ethnic coalition work.

Frankenberg, R. (1993). *White women, race matters: the social construction of whiteness*. Minneapolis: University of Minnesota Press.

Through documenting the life histories of 30 white women, Frankenberg compellingly outlines the interplay of perception and reality in shaping the structures of racism. Rather than understanding whiteness as neutral and void of race, Frankenberg straightforwardly argues that whiteness and its accompanying privilege is crucial in structuring race relations. She proposes that the women she interviewed struggled to understand and to situate themselves within, or outside of, existing race relations and racial consciousness. For example, several subjects reported that as children, they never thought about race, while others, though raised in segregated and racist environments, found ways to challenge the status quo. Frankenberg explores our experiences and perceptions of race, sex and intimacy; she considers, for example, how white girls are taught to fear black men. This book is a valuable contribution to the study of the relationship of whiteness to race, and is a must for anyone concerned with issues of feminism and racism.

Goodman, D. (2001). *Promoting diversity and social justice: educating people from privileged groups*. Thousand Oaks, Calif.: Sage Publications Inc.

This book offers educational and psychological perspectives to inform practice and increase options in addressing conflict situations. The first part of the book helps the educator understand the reasons for resistance and ways to prevent it. The second part explains how educators motivate dominant groups to support social justice. This book is an excellent resource for group facilitators, counselors, trainers in classrooms and workshops, professors, teachers, higher education personnel, community educators, and other professionals involved with educating others about diversity and equity.

Haney-López, I. (1996). *White by law: the legal constructions of race*. New York: New York University Press.

Haney-Lopez examines early-20th-century cases in which courts sought to determine who qualified as white for the purposes of citizenship and naturalization. His conclusion: whiteness is "a complex, falsely homogenizing term." For example, he shows how courts issued contradictory decisions regarding the whiteness of groups such as Syrians, Armenians and Asian Indians; some followed scientific evidence, while most ultimately relied on "common knowledge," thus finding many reasons, including culture and political sophistication, to reject foreigners who might be Caucasian. This leads the author to argue, a bit thinly, that whites must pursue a "self-deconstructive" race consciousness to pursue racial justice. Thus, whites must recognize the racial aspects of their privileged identity and daily engage in "choosing against Whiteness"; one example would be to resist racist slurs, even to the point of claiming a nonwhite racial identity when hearing them.

Hardiman, R. (2001). *Reflections on white identity development theory*. In C. Wijeyesinghe & B. W. Jackson (Eds.), *New perspectives on racial identity development: a theoretical and practical anthology*. New York: New York University Press.

New Perspectives on Racial Identity Development seeks to update these foundational models. The volume brings together leaders in the field to deepen, broaden, and reassess our understandings of racial identity development among Blacks, Latino/as, Asian Americans, American Indians, Whites, and multiracial people.

Rita Hardiman takes stock of their original theories and offer updated versions of their models. Later chapters present examples of the ways in which these models may be applied within such contexts as conflict resolution and clinical counseling and supervisory relationships, and address their utility in understanding the experiences of other racial and ethnic groups.

Helms, J. E. (1992). *A Race is a Nice Thing to Have: A Guide to Being a White Person or Understanding the White Persons in your Life*. Topeka, Kansas: Content Communications.

For racism to disappear in the United States, White people must take the responsibility for ending it. For them to assume that responsibility, they must become aware of how racism hurts White people and consequently, how ending it serves White people's best interests. Moreover, this awareness not only must be accompanied by enhanced abilities to recognize the many faces of racism, but also by the discovery of options to replace it.

Race is intended to be a self-help guide to better racial adjustment. Individuals who read it will approach the book from different levels of personal development and with different kinds of life experiences. Consequently, though some readers may be able to digest its content in a single gulp, others may find it more helpful to mull over each chapter, a bit at a time. Do not be surprised if strong emotions are aroused. Examining your emotions as they occur is a first step toward better racial adjustment.

Howard, G. R. (1999). *We can't teach what we don't know: white teachers, multiracial schools*. New York: Teachers College Press.

This book discusses how white educators, towards whom this book is directed, can understand issues of privilege, power, and race. It discusses the development of white identity and privilege, as well as how people think about race and how to recognize it in oneself in order to create a classroom that is comfortable and empowering for a diverse group of students.

Kivel, P. (1996). *Uprooting racism : how white people can work for racial justice*. Gabriola Island, B.C.: New Society Publishers.

Continuously at the top of New Society Publishers' best-seller list for five years, *Uprooting Racism* has been revised and expanded with more tools than ever to help white people understand and stand-up to racism. In addition to updating existing chapters, the new edition explores how entrenched racism has been revealed in the new economy, voting, anti-Arab prejudice, and health care policy.

Thompson, C., Schaefer, E. R., & Brod, H. (2003). *White men challenging racism: 35 personal stories*. Durham: Duke University Press.

White Men Challenging Racism is a collection of first-person narratives chronicling the compelling experiences of thirty-five white men whose efforts to combat racism and fight for social justice are central to their lives. Based on interviews conducted by Cooper Thompson, Emmett Schaefer, and Harry Brod, these engaging oral histories tell the stories of the men's antiracist work. While these men discuss their accomplishments with pride, they also talk about their mistakes and regrets, their shortcomings and strategic blunders. A foreword by James W. Loewen, author of *Lies My Teacher Told Me*, provides historical context, describing antiracist efforts undertaken by whites in America during past centuries.

Religion & Spirituality

E-Resources:

American Association of School Administrator's Spirituality in Leadership
http://www.aasa.org/publications/sa/2002_09/contents.htm

AASA, founded in 1865, is the professional organization for over 14,000 educational leaders across America and in many other countries. AASA's mission is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children. AASA's major focus is standing up for public education.

College Values

<http://www.collegevalues.org/resources.cfm?cat=11>

Spirituality in Education: This annotated bibliography was developed by Estella Gutierrez-Zamano, Research Associate at Scripps College, during her graduate education at the Higher Education Research Institute at UCLA. Funded by the Fetzer Institute, this bibliography is especially helpful for research on college student spirituality.

Ontario Consultants on Religious Tolerance

<http://www.religioustolerance.org/>

Large information depot for all religious/spirituality topics

Books, Book Chapters, & Journal Articles:

Fowler, J. W., Nipkow, K. E., & Schweitzer, F. (1991). *Stages of faith and religious development : implications for church, education, and society*. New York: Crossroad.

Building on the contributions of such key thinkers as Piaget, Erikson, and Kohlberg, Fowler draws on a wide range of scholarship, literature, and firsthand research to present expertly and engagingly the six stages that emerge in working out the meaning of our lives--from the intuitive, imitative faith of childhood through conventional and then more independent faith to the universalizing, self-transcending faith of full maturity. *Stages of Faith* helps us to understand our own pilgrimage of faith, the passages of our own quest for meaning and value. (from Amazon.com)

Fried, J. (1997). *Changing Ethical Frameworks for a Multicultural World*. *New Directions for Student Services*, 77, 5-22.

Explores the origins of the dominant ethical belief system in student affairs which relies heavily on the application of principles to problems. Discusses examples of ethical behavior in professional practice and surveys ethics education for students. Presents a process for examining the ethical implications of decisions and describes new cultural realities. (from EBSCO)

Jablonski, M. A. (2001). *The implications of student spirituality for student affairs practice*. San Francisco: Jossey-Bass.

In the past few years, there has been a surge of interest in the spiritual development of college students, and in connecting spirituality and organizational change. In the past, student affairs organizations and higher education programs have been reluctant to address spirituality as connected to student development or to the programs and services on a college campus. This issue of *New Directions for Student Services* provides student affairs professionals and others on college campuses with information and guidance about including spirituality in student life programs and in the curriculum of preparation programs. Contributors explore the role that faith and spirit play in individual and group development on our campuses. Models of leadership, staff development, and graduate education itself are all examined from the context of spirituality. (from Amazon.com)

Love, P. (2001). *Spirituality and Student Development: Theoretical Connections*. *New Directions for Student Services*, 95, 7-16.

Considers where theories of spiritual development fit into the constellation of student development theories. Highlights the work of Sharon Daloz Parks to reinforce the relationship of spiritually related developmental theories and traditional ones, especially the cognitive-structural. (from EBSCO)

Nash, R. J. (2001). *Religious pluralism in the academy: opening the dialogue*. New York: P. Lang.

This book argues that American colleges and universities need to enlarge their understanding of pluralism and multiculturalism by sponsoring open, challenging, spiritually and educationally revitalizing conversations among students about genuine religious difference. Although religious difference is a pivotal component of cultural pluralism, too often today it gets ignored, marginalized, or sugar-coated in higher education. Together administrators, faculty, and students must take the initiative to transform the academy into an exciting space for robust and respectful religious dialogue throughout the campus. This book offers a number of concrete examples and strategies in each chapter for achieving this objective. (from Amazon.com)

Parks, S. D. (2000). *Big questions, worthy dreams: mentoring young adults in their search for meaning, purpose, and faith* (1st ed.). San Francisco, Calif.: Jossey-Bass.

The "twenty-something" years of young adulthood are increasingly recognized as critical but puzzling. Building on the foundation she established in her classic work, *The Critical Years*, Sharon Parks urges thoughtful adults to assume responsibility for providing strategic mentorship during this important decade in life. She reveals also, however, the ways young adults are influenced not only by individual mentors but also by mentoring environments. (from Amazon.com)

Renard, J. (2002). *101 Questions and Answers on Islam*. New York: Gramercy.

This informative, clear, and accessible guide offers information and knowledge about the Islamic religion. Organized in a question and answer format, this book gives the reader a better understanding of Islam through education. Where and when did Islam come into being? What

sort of book is the Koran? What basic views do Muslims hold on human rights? (from Amazon.com)

Sexual Orientation: Gay, Lesbian, and Bisexual Identity

E-Resources:

Planet Out

<http://www.planetout.com>

Internet search/news portal

National Consortium of Directors of LGBT Resources in Higher Education

http://www.lgbtcampus.org/resources/lgbt_studies.html

Annotated Links to LGBT/Queer Studies Resources

Bisexual Resource Center

<http://www.biresource.org>

The Bisexual Resource Center is a non-profit 501(c)(3) educational organization incorporated in the Commonwealth of Massachusetts as the "East Coast Bisexual Network, Inc." The purposes of the corporation are: To research and educate the general public and other interested organizations about bisexuality; To provide a public forum through technical assistance, seminars, conferences, informational programs and publications for the discussion of bisexuality; To provide a support network for individual members of the general public and interested organizations to discuss and obtain information about bisexuality; and To act exclusively for educational and charitable purposes as defined under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law). (from site)

Day of Silence Project

<http://www.dayofsilence.org>

The Day of Silence, a project of the Gay, Lesbian and Straight Education Network (GLSEN) in collaboration with the United States Student Association (USSA), is a student-led day of action where those who support making anti-LGBT bias unacceptable in schools take a day-long vow of silence to recognize and protest the discrimination and harassment -- in effect, the silencing -- experienced by LGBT students and their allies. (from site)

E-Directory of Lesbian Gay Scholars

<http://www.glbstudies.umn.edu/edirglbt/>

Parents, Families, and Friends of Lesbians and Gays

<http://www.pflag.org>

Parents, Families & Friends of Lesbians & Gays (PFLAG) is a national non-profit organization with over 200,000 members and supporters and almost 500 affiliates in the United States. This

vast grassroots network is cultivated, resourced and serviced by the PFLAG national office, located in Washington, DC, the national Board of Directors and 14 Regional Directors. (from site)

Gay, Lesbian & Straight Educators Network
<http://www.glsen.org/cgi-bin/iowa/home.html>

The Gay, Lesbian and Straight Education Network, or GLSEN, is working to ensure safe and effective schools for all students. This site contains training materials: "From Denial to Denigration: Understanding Institutionalized Heterosexism in Our Schools." (from site)

Human Rights Campaign
www.hrc.org

HRC is a bipartisan organization that works to advance equality based on sexual orientation and gender expression and identity, to ensure that gay, lesbian, bisexual and transgender Americans can be open, honest and safe at home, at work and in the community. (from site)

Books, Book Chapters, & Journal Articles:

D'Augelli, A. R., & Patterson, C. (1995). *Lesbian, gay, and bisexual identities over the lifespan: psychological perspectives*. New York: Oxford University Press.

Over the last fifteen years, psychological research regarding sexual orientation has seen explosive growth. In this book, Anthony R. D'Augelli and Charlotte J. Patterson bring together top experts to offer a comprehensive overview of what we have discovered--and what we still need to learn--about lesbian, gay, and bisexual identities. Writing in clear, nontechnical language, the contributors cover a range of topics, including conceptions of sexual identity, development over the lifespan, family and other personal relationships, parenting, and bigotry and discrimination. *Lesbian, Gay, and Bisexual Identities Over the Lifespan* is essential reading for researchers, students, social scientists, mental health practitioners, and general readers who seek the most up-to-date and authoritative treatment of the subject available. (from Amazon.com)

Evans, N. J., & Wall, V. A. (1991). *Beyond tolerance : gays, lesbians, and bisexuals on campus*. Alexandria, VA: American College Personnel Association.

Written especially for student affairs professionals, administrators, and faculty and student leaders, this ground-breaking book is a vital resource for those facing the complex and challenging issues that confront gays, lesbians, and bisexuals on campus. Eighteen scholars and practitioners examine the controversies surrounding identity development, homophobia, career planning, gay and lesbian student organizations and many other concerns unique to this population. It combines theory and practical applications for developing awareness and initiating collegiate programs. It also includes a comprehensive list of resources for learning more about the gay, lesbian and bisexual experience on campus. Co-published with ACPA. (from Amazon.com)

Howard, K., & Stevens, A. (2000). *Out & About Campus: Personal Accounts by Lesbian, Gay, Bisexual & Transgender College Students*. Los Angeles: Alyson Publishers.

From California to Vermont, countless college students are grappling not only with grades, jobs, and student loans but with their very identity. For gay, lesbian, bisexual, and transgendered students, college can be a disorienting and lonely experience. In spite of tremendous progress over the past 20 years, the presence of GLBT clubs, and queer studies curricula, an overwhelmingly large number of them not only feel isolated, but are too afraid to do anything about it. *In Out & About Campus*, the first book of its kind, the courageous voices of 28 remarkable individuals, shatter this unbearable silence to provide comfort, inspiration, insight and hope. A young man prevails as the first student to create a gay and lesbian study major at the University of Wisconsin. A self-described "queer woman of color" helps to form gay Chicano/solidarity at Stanford. A basketball player battles homophobia on the Harvey Mudd women's team. A brave man attends the University of Texas in drag. Students in North Carolina, California, Utah, and North Dakota reconcile their sexuality with their religious beliefs, often in the face of derision and interrogation. (from Amazon.com)

Lipkin, A. (2000). *Understanding Homosexuality, Changing Schools*. New York: HarperCollins.

A comprehensive book that explores the issues surrounding homosexuality and education and advises a course of action to promote tolerance and provide equal opportunity for homosexual students. *Understanding Homosexuality, Changing Schools* written by veteran teacher and university instructor Arthur Lipkin, provides a foundation in gay/lesbian studies and offers models for equity, inclusion, and school reform. It is designed to help teachers, administrators, counselors, and policymakers understand the significance of gay and lesbian issues in education; to aid communication between students and their families; and to facilitate the integration of gay and lesbian families into the school community. This book is also designed to promote the psychological health and development of all students by reducing bigotry, self-hatred, and violence. Bringing together eleven topics related to homosexuality and education, *Understanding Homosexuality, Changing Schools* makes the gay, lesbian, bisexual, and transgender experience part of a democratic multicultural vision. (from Amazon.com)

Sanlo, R. L., Rankin, S., & Schoenberg, R. (2002). *Our place on campus: lesbian, gay, bisexual, transgender services and programs in higher education*. Westport, Conn.: Greenwood Press.

Lesbian, gay, bisexual, and transgender students arrive on campuses every year expecting their voices to be heard, their concerns acknowledged, and their needs met in a welcoming educational environment. The establishment of Lesbian, Gay, Bisexual, and Transgender Resource Centers on campuses has transformed colleges and universities into places where social justice prevails. This book provides guidelines for establishing and operating LGBT centers or program offices on their own campuses. (from Amazon.com)

Wall, V. A., & Evans, N. J. (1999). *Toward acceptance : sexual orientation issues on campus*. Lanham, Md.: University Press of America.

Toward Acceptance is a systematic study of the complex issues facing gay, lesbian, bisexual, and transgendered persons on college campuses. Organized into five distinct sections, "Toward Acceptance" builds on the content included in Evans and Wall's previous book, "Beyond Tolerance: Gays, Lesbians, and Bisexuals on Campus" (American College Personnel Association, 1993). The editors begin with an overview of the current research dealing with gay, lesbian and bisexual student issues and then move into a discussion of the organizations

promoting awareness and counseling. The latter portion of the book focuses on diversity among the gay and lesbian community and concludes with an examination of how student affairs professionals can continue to be proactive in the area of sexual orientation awareness and support. Complete with a comprehensive collection of resources, "Toward Acceptance" is an important tool in the greater awareness of problems within the gay and lesbian college community. (from Amazon.com)

Windmeyer, S. L., & Freeman, P. W. (2001). *Secret Sisters*. Los Angeles: Alyson Books.

The primary objective of this book is to help higher education and student affairs graduate students as well as current higher education and student affairs professionals practice and refine thinking skills needed to resolve diversity-related issues and problems on college and university campuses. Within each chapter the author has included case studies that address all of the different aspects of diversity and the following functional areas within higher education and student affairs: academic advising, administration, admissions, career services, counseling and psychological services, financial aid, Greek affairs, international education, institutional research, judicial affairs, multicultural affairs, orientation services, residence life, student activities, student development in the two-year college, teaching, and wellness and student health. The case studies are designed to serve as a useful starting point to enable students and professionals to practice examining and thoughtfully articulating appropriate plans of action in response to the issues presented in each. (from Alyson Books)

Windmeyer, S. L., Freeman, P. W., & Lambda 10 Project. (1998). *Out on fraternity row : personal accounts of being gay in a college fraternity* (1st ed.). Los Angeles: Alyson Books.

A companion book to *Out on Fraternity Row*, this anthology presents the first-person accounts of 32 women; accounts of pain and isolation resulting from being lesbian or bisexual inside the very organizations which are designed to promote belonging, community, and sisterhood -- a college sorority. *Secret Sisters* is important, because it teaches, in the most intimate way possible, the complex lessons of embrace and rejection of sisters. Lesbians do not want to be 'accepted.' We want to be, and to have, sisters. As with all love, the greatest enemy of that goal is fear. (from Lambda 10 Project)

Social Justice Conferences

General National Conferences/Social Justice:

American College Personnel Association (ACPA) Annual Conference
April 2-6, 2005 Nashville, TN
www.acpa.nche.edu

American College Personnel Association (ACPA) Annual Conference, March 18-22, 2006 Indianapolis, IN
www.acpa.nche.edu

LSU AgCenter Diversity Conference, February 2005
<http://www.lsuagcenter.com/diversity/index.asp>

National Association of Student Personnel Administrators (NASPA) Annual Conference, March 19-23, 2005 Tampa, FL (See also for Spirituality Conference)

www.naspa.org

National Association of Student Personnel Administrators (NASPA) Annual Conference, March 11-15, 2006 Washington, DC (See also for Spirituality Conference)

www.naspa.org

Voice of Conscience National Conversation

National Conference for Community and Justice (NCCJ) February 2005

www.nccj.org

Diversity and Coalition Building in Times of Crisis: At Home and Abroad

National Multicultural Institute (NMCI) Annual Conference, April 29-May 2, 2004 Bethesda, MD

www.nmci.org

Gender:

American Association for University Women (AAUW) Annual Conference, June 24-27, 2005

Washington, DC

www.aauw.org

Educational Equity As a Civil Right: A Capital Idea!

Association for Gender Equity Leadership in Education (AGELE) July 21-24, 2004 Washington, DC

www.agele.org

Continuing the Quest: Celebrating a Quarter Century of Excellence in Equity Leadership

National Alliance for Partnerships in Equity (NAPE) Annual Professional Development Institute,

April 28-May 1 Washington, D.C.

www.napequity.org

Gender Public Advocacy Coalition (GPAC) Annual Conference, April 30-May 2, 2004 Washington, DC

www.gpac.org

Race:

Annual Conference on Blacks in Higher Education

National Association for Equal Opportunity in Higher Education March 2005

www.nafeo.org

National Conference on Race and Ethnicity (NCORE), Annual Conference June 1-5, 2004 Miami Beach, FL

<http://ncore.ou.edu/>

National Council of La Raza (NCLR) Annual Conference, June 26-29, 2004 Phoenix, AZ

www.nclr.org/

White Privilege Conference

Central College, for K-12 educators April 28 - May 1, 2004 Pella, IA
www.whiteprivilegeconference.com.

GLBTA:

Teaching Respect for All
 Gay, Lesbian, and Straight Education Network (GLSEN) National Conference, July 16-18, 2004
 Washington, DC
www.glsen.org

Creating Change
 National Gay and Lesbian Task Force (NGLTF) Annual Conference, November 10-14, 2004 St. Louis,
 MO
www.nglftf.org

Parents, Families, and Friends of Lesbians and Gays (PFLAG) National Conference, October 22-24,
 2004 Salt Lake City, UT
www.pflag.org

Ability:

Association on Higher Education and Disability (AHEAD) Annual Conference, July 13-17, 2004 Miami
 Beach, FL
www.ahead.org

Association on Higher Education and Disability (AHEAD) Annual Conference, August 2-6, 2005
 Milwaukee, WI
www.ahead.org

Learning Disabilities Association of America (LDA) Annual Conference, March 2-5, 2005 Reno, NV
www.ldanatl.org

Learning Disabilities Association of America (LDA) Annual Conference, March 1-4, 2006 New
 Orleans, LA
www.ldanatl.org

Spirituality/Religion:

Conference of the Consortium for Social Responsibility and Character in Education (CSRCE), June 21,
 2004 Orlando, FL
<http://www.collegevalues.org/events.cfm?id=10&iid=607>

Spirituality, Social Justice and Service-Learning Conference, June 3, 2004 Grantham, PA
<http://www.collegevalues.org/events.cfm?id=10&iid=575>

Institute on College Student Values Conference, February 2005
<http://www.collegevalues.org/institute.cfm>

Diversity & The Curriculum

E-Resources:

Goroski, P. (2004). *Multicultural Pavilion*
<http://www.edchange.org/multicultural/>

Through the Multicultural Pavilion, I strive to provide resources for educators, students, and activists to explore and discuss multicultural education; facilitate opportunities for educators to work toward self-awareness and development; and provide forums for educators to interact and collaborate toward a critical, transformative approach to multicultural education. The Pavilion was created by Paul Gorski in 1995 with inspiration from Bob Covert, Charlene Green, Allen Saunders, and other colleagues at the University of Virginia.

National Association for Multicultural Education (NAME)
<http://www.nameorg.org>

The Founders of NAME envisioned an organization that would bring together individuals and groups with an interest in multicultural education from all levels of education, different academic disciplines and from diverse educational institutions and occupations. NAME today is an active, growing organization, with members from throughout the United States and several other countries. Educators from preschool through higher education and representatives from business and communities comprise NAME's membership. Members in 22 states have formed NAME chapters and more chapters are currently being organized.

Books, Book Chapters, & Journal Articles:

Adams, M. (1992). *Promoting diversity in college classrooms : innovative responses for the curriculum, faculty, and institutions*. San Francisco: Jossey-Bass.

This volume takes up with the earlier volume, *Teaching for Diversity*, left off but retains the focus of the *New Direction in Teaching and Learning* source books on the classroom and the campus context for the classroom. Organized into three main sections, it presents several new perspectives on teaching practice in Part One, descriptive and narrative on accounts of curricular and teaching innovations in Part Two, and a range of shared learnings from public university, community college, and private college Multicultural change process in Part Three.

Adams, M. (2000). *Readings for diversity and social justice*. New York ; London: Routledge.

The first reader to cover the scope of oppressions in America, *Readings for Diversity and Social Justice* covers six thematic issues: racism, sexism, Anti-Semitism, heterosexism, classism and ableism. The Reader contains a mix of short personal and theoretical essays as well as entries designed to challenge students to take action to end oppressive behavior and to affirm diversity and racial justice. Each thematic section is broken down into three divisions: Contexts; Personal Voices; and Next Steps and Action. The selections include over 90 essays from some of the foremost names in the field-bell hooks, Cornel West, Michael Omi, Iris Marion Young, Gloria Anzaldua, Michelle Fine, Gloria Steinem, Richard Rodriguez, Beverly Daniel Tatum, Michael Kimmel, Patricia Hill Collins and many other distinguished scholars.

Adams, M., Bell, L. A., & Griffin, P. (1997). *Teaching for diversity and social justice : a sourcebook*. New York: Routledge.

Teaching for Diversity and Social Justice is a much needed resource that addresses the need to facilitate communication and understanding between members of diverse social groups. It provides a unified framework by which students can engage and critically analyze several forms of social oppression and discrimination.

Divided into five parts, the Seventh Edition emphasizes that the main goal of the multicultural curriculum should be to help readers develop the ability to make reflective decisions so that they can, through thoughtful action, influence their personal, social and civic worlds and help to make them more democratic and just. The book is designed to help teachers conceptualize, design, and implement a democratic, thoughtful, and just curriculum that honors and reflects the experiences, hopes, and dreams of all Americans. It describes knowledge, concepts, strategies, and resources that teachers need to teach ethnic studies in the classroom. For classroom teachers at all levels, and those interested in gaining a better understanding of multicultural studies in the classroom.

Banks, J. A. (2002). *An introduction to multicultural education* (3rd ed.). Boston: Allyn and Bacon.

Divided into five parts, the Seventh Edition emphasizes that the main goal of the multicultural curriculum should be to help readers develop the ability to make reflective decisions so that they can, through thoughtful action, influence their personal, social and civic worlds and help to make them more democratic and just. The book is designed to help teachers conceptualize, design, and implement a democratic, thoughtful, and just curriculum that honors and reflects the experiences, hopes, and dreams of all Americans. It describes knowledge, concepts, strategies, and resources that teachers need to teach ethnic studies in the classroom. For classroom teachers at all levels, and those interested in gaining a better understanding of multicultural studies in the classroom.

Bowe, F. (2000). *Universal design in education: teaching nontraditional students*. Westport, Conn.: Bergin & Garvey

By taking simple steps in advance of teaching, educators can greatly expand the appeal of instruction on all levels, from K-12 school through colleges and universities to adult or continuing education programs. Using disks, Web pages, language translation software, listservs, and other steps can lower the cost of accommodating to the diverse needs of students with disabilities, older students, students from different cultures, and students with different learning styles, while at the same time enhancing the quality of instruction.

Dilg, M. (1999). *Race and culture in the classroom : teaching and learning through multicultural education*. New York: Teachers College Press.

In *Race and Culture in the Classroom*, Mary Dilg, a high school English teacher, takes us on a self-reflective and critical journey of multicultural education in action, where we explore the possibilities and the limitations of such pedagogy through her experiences and those of her students. In her examination of multicultural teaching, the author brings to the forefront whom teachers teach and learn with, reminding us of the age of the audience, their sociocultural circumstances, and their histories.

Freire, P. (1993). *Pedagogy of the oppressed* (New rev. 20th-Anniversary ed.). New York: Continuum.

Bell hooks, one of America's leading black intellectuals, shares her philosophy of the classroom, offering ideas about teaching that fundamentally rethink democratic participation.

Grant, C. A., & Ladson-Billings, G. (1997). *Dictionary of multicultural education*. Phoenix, Ariz.: Oryx Press.

Multiculturalism is one of the most widely discussed concepts in education today. Now, educators, university students, scholars, or anyone interested in multiculturalism can turn to the Dictionary of Multicultural Education to gain further information on and understanding of this important field. As the authoritative reference work on the subject, the Dictionary includes in-depth explanations of the history, use, and implications of more than 150 terms as defined by scholars prominent in the field. This reference work comprises terms of relevant legislation, educational-theoretical concepts and methodologies, and sociopolitical movements and conditions.

Hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: 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 critical questions about eros and rage, grief and reconciliation, and the future of teaching itself.

Hurtado, S., Milem, J. F., Clayton-Pedersen, A. R., Allen, W. R., ERIC Clearinghouse on Higher Education, & Association for the Study of Higher Education. (1999). *Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education*. Unpublished manuscript, Washington, DC: Graduate School of Education and Human Development, The George Washington University.

This monograph is based on the assumption that achieving diversity and educational equity will remain one of higher education's most critical goals as we move into the next millennium. It provides college administrators, faculty members, and students with information that can guide them in improving the climate for diversity on their campus.

Loewen, J. W. (1995). *Lies my teacher told me: everything your American history textbook got wrong*. New York: New Press: Distributed by Norton.

Americans have lost touch with their history, and in this thought-provoking book, Professor James Loewen shows why. After surveying twelve 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 ten powerful chapters, Loewen reveals that:

The United States dropped three times as many tons of explosives in Vietnam as it dropped in all theaters of World War II, including Hiroshima and Nagasaki; Ponce de Leon went to Florida mainly to capture Native Americans as slaves for Hispaniola, not to find the mythical fountain of youth; Woodrow Wilson, known as a progressive leader, was in fact a white supremacist who personally vetoed a clause on racial equality in the Covenant of the League of Nations; The first colony to legalize slavery was not Virginia but Massachusetts. From the truth about Columbus's historic voyages to an honest evaluation of our national leaders, Loewen revives our history, restoring to it the vitality and relevance it truly possesses.

Maher, F. A., & Tetreault, M. K. T. (2001). *The feminist classroom: dynamics of gender, race, and privilege* (Expanded ed.). Lanham, MD: Rowman & Littlefield.

The issues explored in "The Feminist Classroom" are as timely and controversial today as they were when the book first appeared six years ago. This expanded edition offers new material that rereads and updates previous chapters, including a major new chapter on the role of race. The authors offer specific new classroom examples of how assumptions of privilege, specifically the workings of unacknowledged whiteness, shape classroom discourses. This edition also goes beyond the classroom, to examine the present context of American higher education.

Marchesani, L., & Adams, M. (1992). *Dynamics of diversity in the teaching-learning process*. In M. Adams (Ed.), *Promoting diversity in college classrooms: Innovative responses for the curriculum, faculty and institutions*. (Vol. 52, pp. 145). San Francisco: Jossey-Bass.

This chapter describes a four-part model of the dynamics of teaching and learning that have particular relevance to social and cultural diversity in college classrooms: (1) Students - knowing one's students and understanding the ways that students from various social and cultural backgrounds experience the college classroom. (2) Instructor - knowing oneself as a person with a prior history of academic socialization interacting with a social and cultural background and learned beliefs. (3) Course content - creating a curriculum that incorporates diverse social and cultural perspectives. (4) Teaching methods - developing a broad repertoire of teaching methods to address learning styles of students from different social backgrounds. This model can be used by teachers as a framework, organizer, and diagnostic tool for classroom experience. It can also be used as a framework for faculty development workshops, as well as help manage the extensive new literature about multiculturalism in higher education.

Schoem, D. L. (1993). *Multicultural teaching in the university*. Westport, Conn.: Praeger.

This important new book includes more than twenty essays by faculty from different disciplines, each articulating the multiple dimensions and components of multicultural teaching. Teachers discuss their own teaching methods and classes in terms of course content, process and discourse, and diversity among faculty and students in the classroom. This volume integrates new scholarship that reflects a more expansive notion of knowledge, and suggests new ways to communicate with diverse populations of students.

Schoem, D. L., & Hurtado, S. (2001). *Intergroup dialogue: deliberative democracy in school, college, community, and workplace*. Ann Arbor: University of Michigan Press.

Intergroup Dialogue is geared toward people working for peace, social justice and diverse democracy. It presents theory, practice, research and evaluation of intergroup dialogue programs, as well as case studies of organizations that have implemented such programs. It is especially useful for anybody working with campus mediation programs.

In the first chapter of the book, titled "Intergroup Dialogue: Democracy at Work in Theory and Practice", David Schoem, Sylvia Hurtado, Todd Sevig, Mark Chesler and Stephen H. Sumida discuss the history, definition and current use of intergroup dialogue.

Shor, I. (1987). *Freire for the classroom: a sourcebook for liberatory teaching* (1st ed.). Portsmouth, NH: Boynton/Cook.

An anthology of essays by teachers using Paulo Freire's methods in their classrooms.

Sleeter, C. E., & Grant, C. A. (2003). *Making choices for multicultural education: five approaches to race, class, and gender* (4th ed.). New York: J. Wiley & Sons.

This leading book examines the meaning of multicultural education from historical and conceptual perspectives. It provides a thorough analysis of the theory and practice of five major approaches to dealing with race, language, social class, gender, disability, and sexual orientation in today's classrooms.

Takaki, R. T. (1993). *A different mirror: A history of multicultural America* (1st ed.). Boston: Little Brown & Co.

Takaki traces the economic and political history of Indians, African Americans, Mexicans, Japanese, Chinese, Irish, and Jewish people in America, with considerable attention given to instances and consequences of racism. The narrative is laced with short quotations, cameos of personal experiences, and excerpts from folk music and literature. Well-known occurrences, such as the Triangle Shirtwaist Factory Fire, the Trail of Tears, the Harlem Renaissance, and the Japanese internment are included. Students may be surprised by some of the revelations, but will recognize a constant thread of rampant racism. The author concludes with a summary of today's changing economic climate and offers Rodney King's challenge to all of us to try to get along.

Zinn, H. (2003). *A people's history of the United States: 1492-present* ([New]. ed.). New York: HarperCollins.

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, working poor, and immigrant laborers.

Hate Crime Response

E-Resources:

Stop the Hate

<http://www.stophate.org>

“Stop the Hate!” Campus Hate Crime Prevention Program supports colleges and universities in preventing and combating hate on campus as well as fostering the development of community and serving as the premiere source of anti-hate educational resources for higher education. (from site)

Gay, Lesbian & Straight Educators Network

<http://www.glsen.org/cgi-bin/iowa/home.html>

The Gay, Lesbian and Straight Education Network, or GLSEN, is working to ensure safe and effective schools for all students. This site contains training materials: "From Denial to Denigration: Understanding Institutionalized Heterosexism in Our Schools." (from site)

Human Rights Campaign

www.hrc.org

HRC is a bipartisan organization that works to advance equality based on sexual orientation and gender expression and identity, to ensure that gay, lesbian, bisexual and transgender Americans can be open, honest and safe at home, at work and in the community. (from site)

Books, Book Chapters, & Journal Articles:

Herek, G. M., & Berrill, K. (1992). *Hate crimes: confronting violence against lesbians and gay men*. Newbury Park [Calif.]: Sage Publications.

In The Name of Hate is the first book to offer a comprehensive theory of hate crimes, arguing for an expansion of the legal definitions that most states in the US hold. Barbara Perry provides an historical understanding of hate crimes and provocatively argues that hate crimes are not an aberration of current society, but, rather a by-product of a society still grappling with inequality, difference, fear, and hate. (from Amazon.com)

Kaufman, M., & Tectonic Theater Project. (2001). *The Laramie project* (1st Vintage Books ed.). New York: Vintage Books.

For a year and a half following the murder of Matthew Shepard, Moises Kaufman and his Tectonic Theater Project-whose previous play, *Gross Indecency*, was hailed as a work of unsurpassed originality-conducted hundreds of interviews with the citizens of Laramie, Wyoming, to create this portrait of a town struggling with a horrific event.

The savage killing of Shepard, a young gay man, has become a national symbol of the struggle against intolerance. But for the people of Laramie-both the friends of Matthew and those who hated him without knowing him-the tragedy was personal. In a chorus of voices that brings to mind Thornton Wilder's *Our Town*, *The Laramie Project* allows those most deeply affected to speak, and the result is a brilliantly moving theatrical creation. (from Amazon.com)

Perry, B. (2001). *In the name of hate: understanding hate crimes*. New York: Routledge.

Although victimization of lesbians and gay men is not a new problem, its severity appears to be increasing. After several decades of denial and neglect, the problem of anti-gay violence has begun to receive some measure of societal recognition and response. Not only the lesbian and gay male communities but also mainstream religious, professional and civil rights groups have begun to condemn and attempt to deal with anti-gay violence.

This powerful book, developed from a special issue of the *Journal of Interpersonal Violence* will stimulate thought, research and action on the problem of anti-gay violence. It presents an overview of the problem, discusses the context of anti-gay violence, focuses on both victims and perpetrators in subsequent parts and concludes with coverage of a variety of community responses across the nation. Each section opens with a survivor's actual story - first person accounts - to give the reader insight into the trauma and reality of this serious social problem.

Timely and authoritative, *Hate Crimes* is urgent reading for students, academics and researchers in victimology, social policy, sociology, women's studies and psychology. (from Amazon.com)

Multicultural Competencies

Books, Book Chapters, & Journal Articles:

Cortés, C. E. (2002). *The making, and remaking, of a multiculturalist*. New York, Teachers College Press.

This volume gives witness to the struggles and successes that Cortés and others have experienced while striving to create a place for the voices of racial and ethnic groups in our culturally diverse nation.

McEwen, M. K. and L. D. Roper (1994). "*Incorporating multiculturalism into student affairs preparation programs: Suggestions from the literature.*" *Journal of College Student Development* 35: 46-52.

Discusses practices for incorporating multiculturalism into student affairs preparation programs. Provides a long list of resources on how to include multiculturalism in student affairs preparation.

Mueller, J. A. and R. L. Pope (2001). "*The relationship between multicultural competence and White racial consciousness among student affairs practitioners.*" *Journal of College Student Development* 42(2): 133-144.

Researchers investigated the relationship between multicultural competence and racial consciousness of 534 White student affairs practitioners using the Multicultural Competence for Student Affairs-Preliminary 2 Scale (Pope & Mueller, 2000) and the Oklahoma Racial Attitudes Scale-Preliminary Form (Choney & Behrens, 1996). Experience with multicultural issues and identification with a socially oppressed group were among background variables significantly related to multicultural competence. When background variables were statistically controlled for, White racial consciousness types predicted a significant amount of the variance in multicultural competence. Implications for professional preparation, practice, and future research are explored.

Pope, R. L. and J. A. Mueller (2000). "*Development and initial validation of the multicultural competence in student affairs-preliminary 2 scale.*" *Journal of College Student Development* 41(6): 599-608.

The Multicultural Competence in Student Affairs-Preliminary 2 (MCSA-P2) Scale was developed as an assessment tool to measure multicultural competence in a higher education context. The results of two studies that investigated the validity and reliability of the MCSA-P2 are reported. Future research needs as well as applications to training and supervision are explored.

Pope, R. L. and A. L. Reynolds (1997). "*Student affairs core competencies: Integrating multicultural awareness, knowledge, and skills.*" *Journal of College Student Development* 38: 266-277.

The growing and complex multicultural dynamics of many institutions have necessitated that student affairs professionals not only be prepared to address multicultural issues but also acquire the skills necessary to work effectively with culturally diverse populations and issues. In this article selected aspects of the multicultural awareness, knowledge, and skills necessary for effective student affairs practice are suggested and the training and research implications of these competencies are addressed.

Pope, R. L., A. L. Reynolds, et al. (2004). *Multicultural competence in student affairs*. San Francisco, Jossey-Bass.

Today's leaders in higher education are focused on creating multicultural campuses. However, most higher education and student affairs professionals receive limited training for understanding the complexity of multicultural issues. If multiculturalism is to flourish on college campuses, education professionals must develop the sensitivity and awareness in affirming relevant multicultural issues and develop the skills needed to offer meaningful services to all their students. Multicultural Competence in Student Affairs is a unique resource that offers student affairs practitioners and faculty a guide that features a model of core competencies that embraces the broad scope of multicultural issues including race, class, religion, gender, sexual orientation, age, and abilities.

Pope-Davis, D. B. and H. L. K. Coleman (1997). *Multicultural counseling competencies: assessment, education and training, and supervision*. Thousand Oaks, Calif., Sage Publications.

In this volume, leading researchers and trainers in multicultural counseling and psychology address the issues of what makes a counselor multiculturally competent and how to create more culturally competent counselors.

The contributors consider ways to evaluate counsellors for their awareness, knowledge and skills in working with a broad spectrum of populations. Chapters also examine in detail the pedagogical implications of establishing competencies, including training philosophies and models as well as course and curriculum development.

Suzuki, L. A., J. G. Ponterotto, et al. (2001). *Handbook of multicultural assessment: Clinical, psychological, and educational applications*. San Francisco, Jossey-Bass.

This thorough analysis of multicultural assessment covers significant issues, including the major instruments and procedures, cognitive and educational assessment, and cross-cultural sensitivity

and ethics. Offering the most current empirical research, theory, and specific recommendations, the volume includes case studies that illustrate culturally sensitive procedures and tables that highlight comparisons between particular measures, competencies, and assessment practices. Including updated articles from the original contributors as well as entirely new contributions, the revised version offers compelling ideas for conducting assessments with minority populations.

Graduate Preparation

E-Resources:

Indiana University at Bloomington: Instructional Consulting

<http://www.iub.edu/~icy/divtips.html>

Instructional Consulting at the School of Education, Indiana University at Bloomington.
Inclusive Teaching Tips for all diversity areas.

University of Maryland, College Park Diversity Database

<http://www.inform.umd.edu/EdRes/Topic/Diversity/>

The University of Maryland's Diversity Database is a comprehensive index of multicultural and diversity resources.

Books, Book Chapters, & Journal Articles:

Adams, M., Bell, L. A., & Griffin, P. (1997). *Teaching for diversity and social justice: a sourcebook*. New York: Routledge.

Teaching for Diversity and Social Justice is a much needed resource that addresses the need to facilitate communication and understanding between members of diverse social groups. It provides a unified framework by which students can engage and critically analyze several forms of social oppression and discrimination. (from Amazon.com)

Council for the Advancement of Standards in Higher Education., Miller, T. K., & Council for the Advancement of Standards for Student Services/Development Programs. (1997). *The book of professional standards for higher education*. Washington, DC: Council for the Advancement of Standards in Higher Education.

CAS, the Council for the Advancement of Standards in Higher Education, has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing students' learning and achievement academically, psychologically, physically, socially, and in general, to promote good citizenship, CAS continues to create and deliver a dynamic and credible "Blue Book" of Standards and Guidelines and Self-Assessment Guides that lead to a host of quality-controlled programs and services. These respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 29 functional areas, consistent with institutional missions. (from CAS.edu)

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: theory, research, and practice* (1st ed.). San Francisco: Jossey-Bass Publishers.

This sweeping resource gathers together in one volume the diverse body of theory informing our understanding of students' intellectual, cognitive, social, moral, and identity development during the college years. It critically examines the recent body of theory that reflects the changes, complexity, and diversity of today's campuses with special emphasis on gender and cultural differences in student development. (from Amazon.com)

Flowers, L. A. (2003). *Diversity issues in American colleges and universities: case studies for higher education and student affairs professionals*. Springfield, Ill.: C.C. Thomas.

The primary objective of this book is to help higher education and student affairs graduate students as well as current higher education and student affairs professionals practice and refine thinking skills needed to resolve diversity-related issues and problems on college and university campuses. Within each chapter the author has included case studies that address all of the different aspects of diversity and the following functional areas within higher education and student affairs: academic advising, administration, admissions, career services, counseling and psychological services, financial aid, Greek affairs, international education, institutional research, judicial affairs, multicultural affairs, orientation services, residence life, student activities, student development in the two-year college, teaching, and wellness and student health. The case studies are designed to serve as a useful starting point to enable students and professionals to practice examining and thoughtfully articulating appropriate plans of action in response to the issues presented in each. (from C. C. Thomas Publishers)

Komives, S. R., & Woodard, D. (2003). *Student services: a handbook for the profession* (4th ed.). San Francisco: Jossey-Bass.

Since it was first published in 1980, *Student Services: A Handbook for the Profession* has become a classic reference in the field. In the fourth edition of this important resource the contributors'— a stellar panel of student affairs scholars— examine the changing context of the student experience in higher education, the evolution of the role of student affairs professionals, and the philosophies, ethics, and theories that guide the practice of student affairs work. Comprehensive in scope, this book covers a broad range of relevant topics including the development of student affairs, legal and ethical foundations of student affairs practice, student development, learning and retention theories, organizational theory, dynamics of campus environments, strategic planning and finance, information technology in student affairs, managing human resources, multiculturalism, teaching, counseling and helping skills, assessment and evaluation, and new lessons from research on student outcomes. (from Amazon.com)

Loewen, J. W. (1996). *Lies my teacher told me: everything your American history textbook got wrong* (1st Touchstone ed.). New York: Simon & Schuster.

Americans have lost touch with their history, and in this thought-provoking book, Professor James Loewen shows why. After surveying twelve 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. (from Amazon.com)

McEwen, M., & Roper, L. D. (1994). Incorporating *multiculturalism into student affairs preparation programs: Suggestions from the literature*. *Journal of College Student Development*, 35(1), 46-52.

Analyzes and presents suggestions from the literature for integrating multicultural knowledge and experiences into student affairs preparation programs at the master's degree level. Twelve content areas relating to higher education; student affairs; and work with individuals, groups, and organizations provide array for organizing these suggestions (from EBSCO)

Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs* (1st ed.). San Francisco: Jossey-Bass.

oday's leaders in higher education are focused on creating multicultural campuses. However, most higher education and student affairs professionals receive limited training for understanding the complexity of multicultural issues. If multiculturalism is to flourish on college campuses, education professionals must develop the sensitivity and awareness in affirming relevant multicultural issues and develop the skills needed to offer meaningful services to all their students. *Multicultural Competence in Student Affairs* is a unique resource that offers student affairs practitioners and faculty a guide that features a model of core competencies that embraces the broad scope of multicultural issues including race, class, religion, gender, sexual orientation, age, and abilities. (from Amazon.com)

Reynolds, A. L. P., Raechele L. (1991). *The complexities of diversity: Exploring multiple oppressions*. *Journal of Counseling and Development*, 70(1), p. 174-180.

Presents brief review and critique of identity development and acculturation models. Examines issues through lens of Afrocentric psychology, which offers broader perspective of human diversity and identity. Several case examples of individuals experiencing multiple identities and multiple oppression are explored to illustrate complexities of identity. Discusses implications for counseling, training, and research. (from EBSCO research database)

Rhoads, R. A. B., M. A. (1995). *Student affairs practitioners as transformative educators: Advancing a critical cultural perspective*. *Journal of College Student Development*, 36(5), p. 413-421.

A different way of conceptualizing the practice of student affairs is described. Benefits of a critical cultural perspective for student affairs practitioners are considered. The work of educators who seek to transform institutional cultures and establish an ethic of care and democratic principles as central organizing concepts is examined. (from EBSCO research database)

Takaki, R. T. (1993). *A different mirror: a history of multicultural America* (1st ed.). Boston: Little, Brown & Co.

YA-Takaki traces the economic and political history of Indians, African Americans, Mexicans, Japanese, Chinese, Irish, and Jewish people in America, with considerable attention given to instances and consequences of racism. The narrative is laced with short quotations, cameos of personal experiences, and excerpts from folk music and literature. (from Amazon.com)

Woolbright, C. (1989). *Valuing diversity on campus: a multicultural approach*. Bloomington, Ind. (400 E. 7th St., Bloomington 47405): Association of College Unions-International.

This monograph opens with an overview of racism, diversity, and culture by Judith Katz. Six chapters deal with racial-ethnic groups, gay and lesbian issues, and religious concerns on campuses. The book closes with Fred Jefferson's four-stage model for multicultural awareness. (from acui.org)