

Antiracist Pedagogy Reading List

Compiled by Andrea Aebersold, Ph.D - University of California, Irvine

**This is a working document with the goal of better understanding antiracist pedagogy in higher education. Sources will continue to be added. Email andrea.aebersold@uci.edu with additional sources. Please feel free to share this document.*

[Akamine Phillips, Jennifer; Risdon, Nate; Lamsma, Matthew; Hambrick, Angelica; and Jun, Alexander \(2019\) "Barriers and Strategies by White Faculty Who Incorporate Anti-Racist Pedagogy," Race and Pedagogy Journal: Teaching and Learning for Justice: Vol. 3 : No. 2](#)

Amico, R.P. (2016). Antiracist Teaching. New York: Routledge.

[Ash, A. N.; Hill, R.; Risdon, S. and Jun, A. \(2020\) "Anti-Racism in Higher Education: A Model for Change," Race and Pedagogy Journal: Teaching and Learning for Justice: Vol. 4 : No. 3](#)

Baldwin, J. (1963, December 21) "A Talk to Teachers." The Saturday Review, 42-44.

[Blackwell, D.M. \(2010\) Sidelines and Separate Spaces: Making Education Anti-Racist for Students of Color. Race, Ethnicity and Education, 13 \(4\) pp. 473–494.](#)

[Blakeney, A. M. \(2005\) Antiracist Pedagogy: Definition, Theory, and Professional Development. Journal of Curriculum and Pedagogy, 2 \(1\) pp. 119–132](#)

Case, K.A. (2013). Deconstructing Privilege: Teaching and Learning as Allies in the Classroom. New York: Routledge

Case, K. A. (Ed.) (2017). Intersectional pedagogy: Complicating identity and social justice. New York: Routledge/Taylor & Francis Group

[Cole, C.E. \(2017\) Culturally Sustaining Pedagogy in Higher Education: Teaching so That Black Lives Matter. Equality, Diversity and Inclusion: An International Journal, 36 \(8\) pp. 736–750.](#)

[Condon, F. and Young, V.A. \(eds\) \(2017\). Performing Antiracist Pedagogy in Rhetoric, Writing, and Communication. Fort Collins: The WAC Clearinghouse.](#)

DeLong, R., Coleman, T., DeVore, K.S., Gibney, S., Kuhne, M., & Déus, V. (2019). Working Toward Racial Equity in First-Year Composition. New York: Routledge.

Douglass Horsford, S., Grosland, T. J., and Morgan Gunn, K. (2011). Pedagogy of the Personal and Professional: Considering Culturally Relevant and Anti-Racist Pedagogy as a Framework for Culturally Relevant Leadership. Journal of School Leadership, 21 (4).

Freire, P. (2000). Pedagogy of the Oppressed. New York: Continuum

[Gillespie, D., Ashbaugh, L., & Defiore, J. \(2002\). White Women Teaching White Women about White Privilege, Race Cognizance and Social Action: Toward a pedagogical pragmatics. Race Ethnicity and Education, 5 \(3\) pp. 237-253.](#)

[Giroux, Henry A. \(2003\). Spectacles of Race and Pedagogies of Denial: Anti-Black Racist Pedagogy under the Reign of Neoliberalism. Communication Education, 52, \(191-4\), p.191-211](#)

[Haynes, C. & Bazne, K.J. \(2019\) A message for faculty from the present-day movement for black lives, International Journal of](#)

[Qualitative Studies in Education, 32:9, 1146-1161, DOI: 10.1080/09518398.2019.1645909](#)

[Haynes, C. \(2017\). Dismantling the White supremacy embedded in our classrooms: White faculty in pursuit of more equitable educational outcomes. International Journal of Teaching and Learning in Higher Education, 29\(1\), 87-107](#)

[Haynes, C., & Patton, L. D. \(2019\). From Racial Resistance to Racial Consciousness: Engaging White STEM Faculty in Pedagogical Transformation. Journal of Cases in Educational Leadership, 22\(2\), 85–98. <https://doi.org/10.1177/1555458919829845>](#)

hooks, b. (1994) *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge

Howell, A. & Tuitt, F. (2003) *Race and Higher Education: Rethinking Pedagogy in Diverse College Classrooms*. Cambridge: Harvard Educational Review

[Inoue, A. B. \(2015\). Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for A Socially Just Future. Fort Collins: Parlor Press/WAC Clearinghouse](#)

[Inoue, A. B. \(2019\) CCCC Chair's Address: How do We Language So People Stop Killing Each Other, Or What Do We Do About White Language Supremacy." CCC 71.2](#)

Jenkins, C. (2016). Addressing white privilege in higher education. *Academic Exchange Quarterly*, 20(4), 121-126. Retrieved from <http://hdl.handle.net/1969.1/158792>

Jenkins, C. M. (2018). Educators, question your level of cultural responsiveness. *Journal on Empowering Teaching Excellence*, 2(2), 15-23. <https://digitalcommons.usu.edu/jete/vol2/iss2/4>

Jenkins, C. (2018). Intersectional considerations in teaching diversity. In Carter, N & Vavrus, M. (Eds.), *Intersectionalities of Race, Class, and Gender with Teaching and Teacher Education: Movement Toward Equity in Education*. Leiden. The Netherlands: Brill/Sense. DOI: https://doi.org/10.1163/9789004365209_003

Jenkins, C., & Alfred, M. (2018). Understanding the motivation and transformation of White culturally responsive professors. *Journal of Adult and Continuing Education*, 24(1), 81-99. <https://doi.org/10.1177/1477971417738793>

[Jett, C.C. \(2013\). Culturally responsive collegiate mathematics education: Implications for African-American students. *Interdisciplinary Journal of Teaching and Learning*, 3, 102-116.](#)

[Joseph, N. M., Haynes, C., Cobb, F. \(Eds.\). \(2016\). *Interrogating whiteness and relinquishing power: White faculty's commitment to racial consciousness STEM classrooms* New York: Peter Lang Publishing](#)

Kailin, J. (2002). *Antiracist education: From theory to practice*. New York: Rowman & Littlefield Publishers, Inc

[Kandaswamy, P. \(2007\). *Beyond colorblindness and multiculturalism: Rethinking anti-racist pedagogy in the university classroom*. *Radical Teacher*, 80, 6](#)

[Kishimoto, K. \(2018\) Anti-racist pedagogy: from faculty's self-reflection to organizing within and beyond the classroom, Race Ethnicity and Education, 21:4, 540-554, DOI: 10.1080/13613324.2016.1248824](#)

Lawrence, S. M. & Tatum, B. (1997). Teachers in transition: The impact of antiracist professional development on classroom practice. *Teachers College Record*, 99, 162–180

McNair, T.B., Bensimon, E.M. & Malcolm-Piqueux, I. (2020) *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education*. Hoboken: Jossey-Bass.

[Milagros Castillo-Montoya, Joshua Abreu & Abdul Abad \(2019\) Racially liberatory pedagogy: a Black Lives Matter approach to education, International Journal of Qualitative Studies in Education, 32:9, 1125-1145, DOI: 10.1080/09518398.2019.1645904](#)

Phillips, C.B. & Derman-Sparks, L. (1997). *Teaching/Learning Anti-Racism: A Developmental Approach*. New York: Teachers College Press.

[Picower, B. \(2009\) The unexamined Whiteness of teaching: how White teachers maintain and enact dominant racial ideologies, Race Ethnicity and Education, 12:2, 197-215, DOI: 10.1080/13613320902995475](#)

[Pierce, Andrew J. J. Interest Convergence: An Alternative to White Privilege Models of Anti-Racist Pedagogy and Practice. Teaching Philosophy, vol. 39, no. 4, 2016, pp. 507–530](#)

[Schick, C. \(2000\) 'By Virtue of Being White': Resistance in Anti-Racist Pedagogy. Race Ethnicity and Education, 3 \(1\) pp. 83–101.](#)

Sue, D. W. (2015) *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race*. Hoboken, NJ: Wiley

[Torino, G. C. \(2015\) Examining Biases and White Privilege: Classroom Teaching Strategies That Promote Cultural Competence. *Women & Therapy*, 38 \(3-4\) pp. 295–307](#)

Tuitt, F., Haynes, C. & Stewart, S. (Eds.), (2016). *Race, equity, and the learning environment: The global relevance of critical and inclusive pedagogies in higher education*. Sterling, VA: Stylus

[Tuitt, F., Haynes, C. and Stewart, S. \(2018\), Transforming the Classroom at Traditionally White Institutions to Make Black Lives Matter. *To Improve the Academy*, 37: 63-76. doi:10.1002/tia2.20071](#)

[Wagner, A. \(2005\). Unsettling the academy: Working through the challenges of anti-racist pedagogy. *Race Ethnicity and Education*, 8\(3\). 261-275.](#)

Other Sources

[11 Ways White America Avoids Taking Responsibility for its Racism](#)

[The 1619 Project](#)

[Black Lives Matter Syllabus](#)

[The Danger of a Single Story](#)

[A Guide to Coded Language in Education](#)

[Harvard Implicit Bias Test](#)

[Is Your University Racist?](#)

[White Supremacy Culture in Organizations](#)

Alexander, M. (2020 - updated edition) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press

DiAngelo, R. (2018). *White Fragility: Why It's So Hard for White People to Talk About Racism*. Boston: Beacon Press

[Jernigan, M. M., Green, C. E., Perez-Gualdrón, Liu, M. M, Henze, K. T., Chen, C....Helms, J. E. \(2015\). #racialtraumaisreal. Institute for the Study and Promotion of Race and Culture, Chestnut Hill, MA. Retrieved from: www.bc.edu/content/dam/files/schools/Lynch_School_sites/isprc/pdf/racialtraumaisrealManuscript.pdf](#)

Kendi, I.X. (2019). *How to Be an Antiracist*. New York: One World

Kendi, I.X. (2017). *Stamped From the Beginning: The Definitive History of Racist Ideas in America*. New York: Bold Type Books

Oluo, I. (2019). *So You Want to Talk About Race?* New York: Seal Press.

Saad, L.F. (2020). *Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor*. Naperville: Sourcebooks

Tatum, B.D. (2017). *Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race*. New York: Basic Books.

