Anti-Racist Resources for Instructors, Staff, and Students

Inspired by the discussions of the Anti-Racist Reading Group in 2020-2021, we offer this living resource list of books, articles, and videos to expand upon the Anti-Racist Reading Group’s Syllabus and to encourage critical thinking about anti-racist pedagogy.

June Jordan teaching her course Poetry for the People at UC Berkeley. Photo credit: Betty Park

Selected anti-racist teaching and research guides
The selected teaching and research guides below will be helpful to instructors as they conceptualize and design anti-racist and decolonial syllabi; to faculty and students as they plan anti-racist approaches to their research; to writing tutors and writing center staff as they center anti-racism in their pedagogy; and to faculty, students and staff as they critically challenge the interrelationship between language and the naming of oppressive classroom, institutional, and systemic practices.

Aikens, Kristina (2020) Prioritizing Antiracism in Writing Tutor Education


CSUEB Alliance for the Black Community Education and Almeida, Ana et al. (2021) Designing an Anti-Racist Syllabus California State University East Bay

Liboiron, Max (2019) Decolonizing your syllabus? You might have missed some steps

Modern Language Association (2020-2021) Antiracist Resources for your 2020-2021 Teaching


University of Minnesota (2021) Conducting research through an anti-racism lens

Selected anti-racist syllabi and reading lists

The selected syllabi and reading lists below are suggested as resources for instructors as they brainstorm their syllabi; for faculty, staff, students and leaners of all types as
they self-educate about topics within anti-racism such as the history of institutionalized racism, the politics and history of Black-Asian solidarity, Islamophobia, reparations, and the politics and history of indigenous resistance. Several of the resources listed are of particular interest to writing instructors, tutors and students as they prioritize anti-racist writing pedagogies.

**Syllabi**

**Black Islam Syllabus** Professor Kayla Renée Wheeler (Xavier University)

**Black Lives Matter and American Democracy** Professor Debra Thompson (McGill University)

**Black Power, Yellow Peril: Towards a Politics of Afro-Asian Solidarity** Professor Diane Wong (NYU)

**Charleston Syllabus** African American Intellectual History Association

**Decriminalizing Blackness Syllabus** History Department, University of North Texas

**Ferguson Syllabus** Sociologists for Justice

**A History of Anti-Black Racism in Medicine** Antoine S. Johnson, Elise A. Mitchell, Ayah Nuriddin

**Institutionalized Racism: A Syllabus** Catherine Halley

**Islamophobia is Racism Syllabus**
Reparations Syllabus David Lemke, Rashad Akeem Williams, Hana C. Maruyama, Kai Pyle, Karen Ho (University of Minnesota)

Standing Rock Syllabus NYC Stands for Standing Rock

Reading Lists

Amherst College (2020) Antiracist Writing Pedagogy


Halley, Catherine (2020) Institutionalized Racism: A Syllabus JSTOR Daily May 31


Schomburg Center for Research in Black Culture (2020) Black Liberation Reading List

University of Alabama Libraries (2020) Antiracist Writing Pedagogy Resources for Composition Instructors

University of California, Irvine Division of Teaching Excellence and Innovation (2020) Antiracist Pedagogy Reading List

Yale University Poorvu Center for Teaching and Learning (2020) Readings and Other Resources for Antiracist Pedagogy

Academic and non-academic resources: books, articles, and talks
Education and Pedagogy

"...Schools need to queer our understanding of ourselves...By changing how we read normalcy and Otherness, we can change how we read Others and ourselves." - Kevin K. Kumashiro, “Toward a theory of anti-oppressive education” (2000)


Gershenson, Seth and Nicholas Papageorge “The Power of Teacher Expectation” Education Next Vol. 8 No 1


Kandaswamy, Priya. (2007) "Beyond Colorblindness and Multiculturalism: Rethinking Anti-Racist Pedagogy in the University Classroom." Radical Teacher, no. 80, 6-11


Yu, Tianlong (2012). “What is it that I don’t know? Learning with white teachers in anti-racist education.” *Multicultural Education* 19, 47–52

Zembylas, Michalinos “Pedagogies of strategic empathy: navigating through the emotional complexities of anti-racism in higher education” *Teaching in Higher Education, 17*(2), 113-125

**Humanities and the Arts**

"...If museums and memorials materialize a kind of reparation (repair) and enact their own pedagogies as they position visitors to have a particular experience or set of experiences about an event that is seen to be past, how does one memorialize chattel slavery and its afterlives, which are unfolding still?” - Christina Sharpe, *In the Wake: On Blackness and Being* (2016)


Balibar, Étienne and Nahum Chandler *Understanding Systemic Racism with Étienne Balibar and Nahum Chandler* [video]

Chai, Sookyung “Vero” (2021) “Editing the Archive: Alexandra Bell’s Annotation, Redaction, and Epistemic Resistance in Counternarratives” *Art Journal* Vol. 80, Issue 2, 54-72

**Dark Matter University, Lessons in Anti-Racist Design Pedagogy** [video]


Ohito, Esther (2021) ““I’m Very Hurt”: (Un)justly Reading the Black Female Body as Text in a Racial Literacy Learning Assemblage.” Reading Research Quarterly, 0(0) 1–19


Smith, Zadie (2020) “What Do We Want History To Do To Us?” New York Review of Books, February 27

Institutional accountability and possibilities for change

“What is the university, until we arrive? Is it where the teachers of children receive their training? It is where the powerful become more powerful. It is where the norms of this abnormal power, this America, receive the ultimate worship of propagation. It is where the people become usable parts of the whole machine. Machine is not community.” - June Jordan, "Black Studies: Bringing Back the Person" (1969)


Chico, Tita, Ed. (2021) Antiracism in the Contemporary University Los Angeles Review of Books July 6

The Cite Black Women Podcast [podcast]


*Intersectionality Matters!* Hosted by Kimberlé Crenshaw [podcast]


Kelley, Robin DG (2021) “Understanding and Organizing to End Racial Capitalism” [video]


Lee, Robert and Tristan Ahtone (2020) *Land-grab Universities*

Media Studies and Journalism

"It is critical for media institutions locally and nationally, like The Los Angeles Times, to reconcile the harms they have caused through racist news coverage, for editorial positions that have supported white supremacy, for the racism Black journalists and other journalists of color have faced in newsrooms, and for the impact of narratives weaponized to uphold policies that dehumanize Black people and other communities of color in protecting a white-racial hierarchy." - Free Press, "Media 2070: An Invitation to Dream Up Media Reparations" (2020)


Bell, Alexandra and Leigh Raiford (2020) Alexandra Bell and Leigh Raiford on Media and Images [video]

Bernard, Emily and Jelani Cobb (2020) Picturing Black Deaths: A conversation with Professors Emily Bernard and Jelani Cobb Dart Center for Journalism and Trauma, Columbia University [video]

Editorial Board of the *Los Angeles Times* “An examination of The Times’ failures on race, our apology and a path forward”

Free Press (2020) "Media 2070: An Invitation to Dream Up Media Reparations"


Swarms, Rachel (2021) *Diversity Resources for Journalism Faculty*

**Writing**

"Grading technologies with quality biases tend to oppress many students, but especially poorer students and students of color. So maybe it’s not simply that grades harm students by placing them into hierarchies, but they harm them by restricting their freedom to write, or taking their sense of self worth away, because their writing just will not be judged 'high quality.'" - Asao Inoue, “Grading contracts: Assessing their effectiveness on differential racial formations” (2012)

Baker-Bell, April (2020) “We Been Knowin: Toward an Antiracist Language & Literacy Education” *Journal of Language and Literacy Education* Vol. 16 Issue, 1-12


Chavez, Felicia Rose (2021) *The Anti-Racist Writing Workshop: How to Decolonize the Creative Classroom* Chicago: Haymarket Books


Gonzales, Laura and Janine Butler (2020) “Working Toward Social Justice through Multilingualism, Multimodality, and Accessibility in Writing Classrooms” *Composition Forum* 44, Summer


Inoue, Asao (2019) *Chair’s Address*, National Council of Teachers of English Conference [video]

Lorde, Audre “The Transformation of Silence into Language and Action”


**Social Sciences**

"Every morning when I put on my lab coat, I have decisions to make. How will we do science today? How will we work against scientific premises that separate humans from Nature, that envision natural relations as universal, and that assume access to Indigenous Land, especially when so much of our scientific training has primed us to reproduce these things? These are not theoretical questions—they are practical questions, questions of method-and-ethics (hyphenated because they are the same thing)." - Max Liboiron, *Pollution is Colonialism* (2021)


Liboiron, Max (2021) *Pollution is Colonialism* Durham: Duke University Press


STEM
"It is necessary to...create institution-centered approaches that will change the culture of science and education so that students feel that they belong and that the system expects them to be successful. This is inclusive diversity. The responsibility for achieving inclusive diversity rests on scientists and faculty." - David Asai, "Race Matters" (2020)


Cell Editorial Board (2020) “Science has a Racism Problem” June 25 1443-1444


Edwards, Mélise Cognitive Reserve and Racial Privilege in STEM

Gouvea, Julia Svoboda “Antiracism and the Problems with “Achievement Gaps” in STEM Education” CBE Life Sciences Education March 1


Gewin, Virginia (2020) The time tax put on scientists of colour Nature 24 June


and Counter-space Processes Illuminate Areas for Change?” ASEE Virtual Annual Conference

Contribute to this list

Do you have resources to contribute to our list? Please feel free to add your own suggestions here.

Barnard-specific resources

Antiracist Resources from BCRW, Africana Studies, and English

Undesign the Redline Syllabus complementing the Undesign the Redline interactive exhibition combining history, art, and storytelling with community outreach and collaboration in order to reckon with systemic racism by examining the legacy of redlining in Barnard and Columbia's neighborhood.