



CHEMEKETA

COMMUNITY COLLEGE

Diversity Resources

**Available in the Opportunity Center
Bldg. 9, Rm. 104 – 503 399-5232**

AAUW Educational Foundation (2002). *International Perspectives Global Voices for Gender Equity: How Women Create Change*. AAUW Publishing.

This publication provides highlights from the 2002 International Perspectives symposium.

Ackerman, Lillian A. (2003). *A Necessary Balance: Gender and Power among Indians of the Columbia Plateau*. University of Oklahoma Press.

This book analyzes tribal cultures over three historical periods lasting more than a century—the traditional past, the farming phase when Indians were forced onto the reservation, and the twentieth-century industrial present. Ackerman examines gender equality in terms of power, authority, and autonomy in four social spheres: economic, domestic, political, and religious.

Alvarez, Julia (1998). *Half and Half: Writers on Growing Up Biracial and Bicultural*. Random House.

This book is a compilation of essays of 18 individuals sharing their experiences of not fitting in and the benefits of being part of two worlds. Their stories give a broader range of meaning for race and culture.

Angelou, Maya (1978). *Phenomenal Women*. Random House New York.

This book of four poems, “Phenomenal Woman,” “Still I Rise,” “Weekend Glory,” and “Our Grandmothers,” are among the most remembered and acclaimed of Maya Angelou’s poems. They celebrate women with a majesty that has inspired and touched the hearts of millions.

Anti-Defamation League of B’nai B’rith (1986). *A World of Difference: A Prejudice Reduction Program of the Anti-Defamation League of B’nai B’rith—Teacher and Student Resource Notebook*.

Association of American Colleges and Universities (1995). *American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy*. AACU Publisher.

Association of American Colleges and Universities (1996). *The Impact of Diversity on Students: A Preliminary Review of the Research Literature*. AACU Publisher.

What does the research show about the impact of diversity on college and university students? This timely overview of the literature to date reports highly encouraging findings about the positive educational effects of institutional commitments to diversity.

Banks, James (2001). *Handbook of Research on Multicultural Education*. Jossey-Bass Publishing.

Drawing on concepts, theories and methodology from history, ethnic studies, women's studies, and the social and behavioral sciences, the field of multicultural education is a metadiscipline designed to increase educational equity for all students. Now the leading figures in multicultural education have drawn thirty years of research and scholarship together into one volume, the first resource of its kind. In forty seven chapters, this book discusses the history, philosophy, practice, and future of the field. The book includes discussion of controversial current research, objective evaluation of debate on the subject, descriptions of racial, ethnic, gender, and class issues, significant essays on women's studies, analysis of the effects of busing and desegregation on student achievement and racial attitudes, summaries of research on the effective education of specific ethnic groups, and groundbreaking directions for future research. This comprehensive volume provides the basis for a shorter handbook, listed next, that bridges this research into practice in a shorter, more easily applied form.

Beals, Melba Pattillo (1994). *Warriors Don't Cry*. Washington Square Press Books.

Drawn from Melba Beals' personal diaries, this book is a riveting true account of her junior year at Central High—one filled with telephone threats, brigades of attacking mothers, rogue police, fireball and acid-throwing attacks, economic blackmail, and finally, a price upon Melba's head. With the help of her English-teacher mother, her eight fellow warriors, and her gun-toting, bible-and-Shakespeare-loving grandmother, Melba survived.

Becker, Ernest (1971). *The Birth and Death of Meaning: An Interdisciplinary Perspective on the Problem of Man*. The Free Press.

This interdisciplinary perspective on the problem of man constitutes a very real contribution to a difficult subject. It is that rare thing among behavioral science books—one wants to reread it the moment one has put it down.

Berman, Paul (1992). *Debating P.C.: The Controversy Over Political Correctness on College Campuses*. Dell Publishing.

The debate over "P.C." at America's universities is the most important discussion in American education today and has grown into a major national controversy raging on the covers of top magazines and news shows. This provocative anthology gives voice to the top thinkers of our time, liberal and conservative, as they tackle the question

Brown, Dee (1970). *Bury My Heart at Wounded Knee*. Henry Holt and Company, New York.

This landmark book—which incorporated a number of eyewitness accounts and official records—offered a scathing indictment of the U.S. politicians, soldiers, and citizens who colonized the American West. Focusing mainly on the thirty-year span from 1860 to 1890, the book was the first account of the time-period told from the Native-American point of view.

Burton, M. Garlinda (1995). *Never Say Nigger Again! An Antiracism Guide for White Liberals*. James C. Winston Publishing Company.

The next hurdle to overcome in the fight against racism in the United States is to help well-meaning white people understand and address their unique brand of unintentional, unconscious racism. This book identifies and confronts the racism practiced by people who claim to know better.

Chemers, Martin, Oskamp, Stuart and Costanzo, Mark (1995). *Diversity in Organizations: New Perspectives for a Changing Workplace*. Sage Publications.

Diversity In Organizations gathers forces to work out the difficulties generated by diversity and reap the rewards. Applying varied perspectives and approaches—such as analysis of individual psychology, dyadic interactions, small group dynamics, and organizational outcomes—the contributors provide scholarly coverage of a topic that is both contemporary and insightful.

Crawford, Mary (1995). *Talking Difference: On Gender and Language*. SAGE Publications.

Talking Difference is a refreshing re-evaluation of current wisdom - both academic and popular - about men's and women's language. Mary Crawford critically assesses the abundant social science research of recent years, and its representation in the mass media, from talk shows to self-help books.

Cyrus, Virginia (1997). *Experiencing Race, Class, and Gender in the United States*. Mayfield Publishing.

Through individual stories, essays, and critical analyses, this book examines diversity in American society.

Daniels, Jessie (1997). *White Lies: Race, Class, Gender and Sexuality in White Supremacist Discourse*. Routledge Publishing.

The book explores white supremacist ideology through an analysis of over 300 publications from a variety of white supremacist organizations. It examines the discourse of these publications within a white

supremacist context and looks at the ways in which “whites,” “blacks,” and “Jews” are constructed within that discourse.

Diamond, Jared (1997). *Guns, Germs, and Steel: The Fates of Human Societies*. W.W. Norton & Company, New York.

Why is it that Europeans ended up conquering so much of the world? Or, as one of Diamond's New Guinean friends asks him, why do they have all the "cargo"? Despite all the contrary evidence from anthropology and human biology, many persist in attributing the differing political and economic successes of the world's peoples to biological, "racial" differences. Others appeal to cultural differences or to historical contingency. But Diamond sees the fundamental causes as environmental, resting ultimately on ecological differences between the continents. An extended argument for this, *Guns, Germs and Steel* is nothing less than a history of *Homo sapiens* on a scale of continents and millennia.

Dietz, Steven (1989). *God's Country*. Samuel French, Inc., New York.

Steven Dietz's play *God's Country* is a look at the growing white supremacist movement in America, "those dedicated to violent revolution and expulsion from 'God's country' of non-Aryans."

Delpit, Lisa (1995). *Other People's Children: Cultural Conflict in the Classroom*. The New Press.

The book provides an important, yet typically avoided, discussion of how power imbalances in the larger U.S. society reverberate in classrooms. The author poses an urgent question: Why do we have such a hard time making school a happy place for poor children and children of color? She suggests answers with honesty and compassion.

Derman-Sparks, Louise and Phillips, Carol Brunson (1997). *Teaching/Learning Anti-Racism: A Developmental Approach*. Teachers College Press.

The authors offer us a guide to the development of anti-racist identity, awareness, and behavior. By integrating methodology and course content descriptions with student writings and analyses of students' growth, the book highlights the interaction between teaching and learning. This volume is much more than a curriculum guide for implementing anti-racism education for adults. Here, the authors one White and one African American, also share their experiences—the successes, the failures, the difficulties, and, most important, what they learned from their students.

Diller, Jerry V. and Moule, Jean (2005). *Cultural Competence: A Primer for Educators*. Thompson Wadsworth Learning Inc.

By joining together multicultural counseling with multicultural education, Diller and Moule have created a wonderfully inviting and engaging introduction to cross-cultural teaching. Loaded with real-life stories, reflective exercises and clear conceptual grounding, this book is exceptionally well-designed to help students engage in the developmental process of becoming competent cross-cultural teachers.

Dresden, Eline Hoekstra (2000). *Wishing Upon A Star: A Tale of the Holocaust and Hope*. Bearing Truth Publishing.

An uplifting and fascinating account of the personal experiences of a young woman caught in the Holocaust, on of the most horrific events in world history. Eline saves her three-month old baby by hiding him with heroic friends and survives a Naze concentratin camp with determination, will power, courage and, in her words, “a lot of luck.”

Dresser, Norine (1996). *Multicultural Manners: New Rules of Etiquette for a Changing Society*. John Wiley & Sons, Inc.

Discover the answers in this incisive guide to etiquette for today's multicultural society. This informative and entertaining book gives you the understanding you need, the perfect words to say, and the correct behavior to use in a wide range of cross-cultural situations.

D'Souza, Dinesh (1991). *Illiberal Education: The Politics of Race and Sex on Campus*. The Free Press.

Truly important book, *Illiberal Education* offers not rhetoric but genuine argument and real case studies. Its generalities are impressively grounded in particulars; the documentation is telling and incisive. This book puts the emphasis where it should be, on educational institutions, and shows in forceful detail just how the New Orthodoxy has come to prevail almost everywhere in American higher education.

Ehrlich, Howard J. (1990). *Campus Ethnoviolence and the Policy Options*. National Institute Against Prejudice and Violence.

Fernandez, John P. (1991). *Managing a Diverse Work Force: Regaining the Competitive Edge*. Lexington Books.

This provocative book, well-documented by research on employee perceptions during the last twenty years, forcefully highlights issues of racism, sexism, ageism, ethnocentrism, and other sources of unfair discrimination offers constructive strategies, along with case examples to counteract racism and sexism and help minorities and women be successful.

Fraser, Steven (1995). *The Bell Curve Wars: Race, Intelligence, and the Future of America*. Basic Books.

In this book, a group of our country's most distinguished intellectuals dismantle the alleged scientific foundations and criticize the alarming public policy conclusions created by Richard Herrnstein's book *The Bell Curve*.

Fullan, Michael (1993). *Change Forces: Probing the Depths of Educational Reform*. The Falmer Press.

Drawing on research from successful organizations in business as well as in educational systems, the book identifies eight basic lessons about why change is seemingly chaotic and what to do about it. The book brings together the moral purpose of education to produce better citizens regardless of class, gender and ethnicity, and the skills of change agency necessary for individuals, and systems to contend successfully with the forces of change.

Gardell, Mattias (2003). *Gods of the Blood*. Duke University Press.

Racist paganism is a thriving but understudied element of the American religious and cultural landscape. This is the first in-depth survey of people, ideologies, and practices that make up this fragmented yet increasingly radical and militant milieu.

Gardenswartz, Lee and Rowe, Anita (1993). *Managing Diversity: A Complete Desk Reference and Planning Guide*. IRWIN Professional Publishing.

The authors give you a guide to dealing with the unprecedented challenges of being a part of a culturally expanding work force. They show you how to improve the level of efficiency in your organization through effective cross-cultural diversity a critical issue and an undeniable resource.

Gonzalez, Ray (1996). *Muy Macho: Latino Men Confront their Manhood*. Anchor Books.

This book is a collection of sixteen personal essays on machismo and masculinity. Emotionally honest and powerfully written, the voices of *Muy Macho* break the "cult of silence" among Latino men that prevents our understanding the true nature of machismo.

Greene, Graham (1969). *Travels with My Aunt*. Penguin Books.

TRAVELS WITH MY AUNT follows the misadventures of a free-spirited woman, Augusta (Maggie Smith), who whisks her priggish banker nephew, Henry (Alec McCowen), across Europe in search of ransom money for her kidnapped ex-lover. Henry agrees to come along with his eccentric aunt after his mother's funeral, and as circumstances quickly progress from strange to dire, the meek and mild Henry finds

himself caught up in an adventure beyond his wildest dreams. Through this intoxicating and entertaining book, Graham Greene confronts us with some of the most perplexing of human dilemmas.

Hall, Edward T. (1976). *Beyond Culture*. Anchor Books.

This book helps us to rethink our values and increases the reader's knowledge, but also will enlarge their mind. Opening up new dimensions of understanding and equipping the reader with new capacities for perception.

Harklau, Linda, Losey, Kay M. and Siegal, Meryl (1999). *Generation 1.5 Meets College Composition: Issues in the Teaching of Writing to US-Educated Learners of ESL*. Lawrence Erlbaum Associates, Publishers.

An increasing number of students graduate from US high schools and enter college while still in the process of learning English. This group—"1.5 generation"—consisting of immigrants and US residents born abroad, as well as indigenous language minority groups, is rapidly becoming a major constituency in college writing programs. These students defy the existing categories in most college writing programs, as well as in the research literature. This book is the first to address explicitly issues in the instruction of "1.5 generation" college writers.

Institute for Action Against Hate (2001). *Journal of Hate Studies*. Gonzaga University.

The Gonzaga Institute for Action Against Hate was founded by Gonzaga University in 1998 to fight hate through education, research, and advocacy. Its genesis derived from concerns surrounding the apparent increase in the phenomenon of hate—especially racial and religious hate—as it manifested itself on campuses and in communities throughout the country. The prevalence of hate crimes, organized hate groups, and hateful Internet sites prompted the University community to reflect upon ways that Gonzaga—a Jesuit institution—might provide a more enduring and substantive contribution to the understanding of how hate afflicts campus life, community life, society in general, and the world.

Johnson, Allan (2001). *Privilege, Power and Difference*. McGraw-Hill Publishing.

This book provides students with an easily applied theoretical model for thinking about systems of privilege and difference. Writing in accessible, conversational prose, Johnson joins theory with engaging examples in ways that enable students to see the nature and consequences of privilege and their connection to it.

Kingsolver, Barbara (1998). *The Poisonwood Bible*. HarperPerennial.

A story told by the wife and four daughters of Nathan Price, a fierce, evangelical Baptist who takes his family and mission to the Belgian Congo in 1959. The novel is set against one of the most dramatic political chronicles of the twentieth century: The Congo's fight for independence from Belgium, the murder of its elected prime minister, the CIA coup to install his replacement, and the insidious progress of a world economic order that robs the fledgling African nation of its autonomy.

Kivel, Paul (2002). *Uprooting Racism: How White People Can Work for Racial Justice*. New Society Publishers.

The book talks about racism without rhetoric, blame, or guilt. It helps us understand the dynamics of racism in our society, institutions, and daily lives, and it shares stories, suggestions, advice, exercises, and approaches for working together to fight racism.

Kochman, Thomas (1981). *Black and White Styles in Conflict*. The University of Chicago Press.

This book draws attention to a rarely acknowledged problem in inter-ethnic communications: A difference in means (or style) rather than of ends (or goals) impedes many attempts at communications among Americans...His thesis is convincing and his demonstrations impress the reader with the range and importance of stylistic conflicts...The potential for conflict and misunderstanding which inheres in these stylistic differences has alarming implications. Kochman is at his best when analyzing the differing

conceptions of accountability to communication of the two groups, the factor he asserts as being the basis for stylistic conflict.

Kohls, L. Robert and Knight, John M. (1981). *Developing Intercultural Awareness: A Cross-Cultural Training Handbook*. Intercultural Press, Inc.

This book is for intercultural educators and trainers working in virtually any setting. While the one- and two-day workshop designs are useful, especially for the less experienced teacher or trainer, the collected materials by themselves constitute a valuable resource for anyone wishing to expand his or her general training or teaching repertoire.

Langer, Elinor (2003). *A Hundred Little Hitlers*. Metropolitan Books.

Drawing on more than ten years of interviews and research, award-winning journalist Elinor Langor takes the Mulugeta Seraw murder case as the occasion for a thorough exploration of the Nazi-inspired racist movement in the United States.

Levitas, Daniel (2002). *The Terrorist Next Door: The Militia Movement and the Radical Right*. Thomas Dunne Books.

The Terrorist Next Door reveals the men behind far right groups like the Posse Comitatus—Latin for “power of the county”—and the ideas that inspired their attempts to bring about a racist revolution in the United States.

Lindsey, Randall, Robins, Kikanza Nuri and Terrell, Raymond (2003). *Cultural Proficiency: A Manual for School Leaders*. Crowin Press, Inc.

This second edition book incorporates suggestions and feedback from the authors’ colleagues, readers, clients, and students, resulting in an easier-to-use format and updated features, including 39 structured activities for developing cultural proficiency.

Loden, Marilyn and Rosener, Judy (1991). *Workforce America: Managing Employee Diversity as a Vital Resource*. McGraw-Hill Publishing.

Tap the talents of diverse employees within your organization for better, more productive working relationships! By the year 2010, white men will account for less than 40 percent of the total American workforce...and women and people of color will fill 75 percent of the 24 million new jobs created in the U.S. *Workforce America* prepares you for these changes in the next decade, showing you how to foster teamwork and cooperation among diverse employees to enhance your organization’s competitive advantage.

Marcus, Eric (2002). *Making Gay History: The Half-Century Fight for Lesbian and Gay Equal Rights*. Harper Collins Publishers.

The rich tapestry that emerges from *Making Gay History* includes the inspiring voices of teenagers and grandparents, journalists and housewives, from the little-known Dr. Evelyn Hooker and Monty Manford to former vice president Al Gore, Ellen DeGeneres, and Abigail Van Buren. Together, these many stories bear witness to a time of astonishing change, as gay and lesbian people have struggled against prejudice and fought for equal rights under the law.

Martinez, Elizabeth (1998). *De Colores Means All of Us*. South End Press.

The unique Chicana voice of the author arises from more than thirty years of experience in the movements for civil rights, women’s liberation, and Latina/o empowerment. With sections on women’s organizing, struggles for economic justice, and the Latina/o youth movement, this book will appeal to readers and activists seeking to organize for the future and build new movements for liberation.

Morey, Ann Intili and Kitano, Margie K. (1997). *Multicultural Course Transformation in Higher Education: A Broader Truth*. Allyn & Bacon Publishing.

This book first presents the general model for planning course change, then devotes four chapters to concrete suggestions for initiating changes to the four course components outlined in the model. Subsequent chapters address accommodations for students whose first language is not English; spell out how the model can be applied in specific content fields, including mathematics, the sciences, humanities, economics, teacher education, and nursing. Offer guidelines for assessing the impact of course changes; and discuss the systematic organizational change that must occur in order to support and maintain multicultural curriculum transformation.

Murray, Albert (1971). *South to a Very Old Place*. Vintage Books.

This book is a classic African-American memoir of growing up in Alabama during the 1920s and 1930s. Intermingling remembrances of youth with engaging conversation, African-American folklore, and astute cultural criticism, it is at once an intimate personal journey and an incisive social history.

National Association for Developmental Education (1986). *Cross-Cultural Conflict in Higher Education: A Research Report*.

National Association of Independent Colleges (1991). *Independent Minority Colleges & Universities*.

National Association of Independent Colleges (1991). *Pluralism in the Professoriate*.

National Association of Independent Colleges (1991). *Thank You For Asking!*

National Association of Independent Colleges (1991). *Understanding Campus Climate*.

National Conference on Race and Ethnicity in American Higher Education (1994). *A Multi-Disciplinary Approach to the Teaching of Cross-Cultural Diversity at the University Level*. Workshop Notebook.

National Education Association (1987). *Report of the American Indian/Alaska Native Concerns Study Committee*.

National Education Association (1987). *Report of the Asian and Pacific Islander Concerns Study Committee*.

National Education Association (1987). *Report of the Hispanic Concerns Study Committee*.

Nieto, Sonia (1992). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Longman Publishing Group.

This book explores the meaning, necessity, and benefits of multicultural education for students from all backgrounds. Nieto explains in clear, accessible language how personal, social, political, cultural, and educational factors interact to affect the success or failure of students in our schools, and offers a research-based rationale for multicultural education.

O'Hearn, Claudien Chiawei (1998). *Half & Half: Writers on Growing up Biracial & Bicultural*. Pantheon Books.

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.

Oliver, Melvin L. and Shapiro, Thomas (1997). *Black Wealth/White Wealth: A New Perspective on Racial Inequality*. Routledge Publishing.

This book offers a powerful portrait of racial inequality based on an analysis of private wealth—total assets and debts rather than income alone—to uncover deep and persistent racial inequality in America, and they show how public policies fail to redress the problem.

Papalewis, Rosemary and Fortune, Rex (2002). *Leadership on Purpose: Promising Practices for African American and Hispanic Students*. Corwin Press, Inc.

This compelling guide masterfully demonstrates how high achievement can exist in the midst of high minority enrollment and high poverty. By drawing upon the best practices of 13 exemplary schools, the book highlights the specific means by which ethnically diverse—namely African American and Latino—students can attain educational success.

Rendon, Laura and Hope, Richard (1996). *Educating A New Majority: Transforming America's Educational System for Diversity*. Jossey-Bass Publishers.

This book is a comprehensive assessment of how well our educational system—from kindergarten through college—serves disadvantaged minority students, and it offers a wealth of ideas for strengthening the entire educational pipeline.

Richard-Amato, Patricia and Snow, Marguerite Ann (1992) *The Multicultural Classroom: Readings for Content-Area Teachers*. Longman Publishing.

This sourcebook is essential reading for teachers in multicultural classrooms. Focusing on the needs of language minority students, it presents selections from the works of experienced teachers and researchers such as Cummins, H.D. Brown, Heath, Banks McGroarty, Scarcella, Chamot and O'Malley.

Richards, David (1999). *Identity and the Case for Gay Rights*. The University of Chicago Press.

In this enlightening study, David Richards explores the connections between gay rights and three successful civil rights movements—black civil rights, feminism, and religious tolerance—to determine how these might serve as analogies for the gay rights movement.

Roberts, Helen, Gonzales, Juan, Harris, Olita, Huff, Delores, Johns, Ann, Lou, Ray and Scott, Otis (1994). *Teaching from a Multicultural Perspective*. SAGE Publishing.

How do you welcome the growing number of culturally diverse students in your classroom without alienating, condescending, or offending? The authors suggest a set of classroom strategies, curriculum reforms, assessment tools, and mentoring relationships that work for all students.

Robins, Kikanza; Nuri, Lindsey; Randall, Lindsey; Delores and Terrell, Raymond (2002). *Culturally Proficient Instruction: A Guide for People Who Teach*. Corwin Press, Inc.

The author's expand on their previous book *Cultural Proficiency* by elaborating on the theme and turning their attention to educators at all levels, offering an invitation to teachers to reflect on the practice and craft of instruction. Case studies and guided reflections help readers find the insights they need to begin the process of healing in themselves, their students, their schools, and their communities. Key concepts include: assessing your culture, overcoming barriers to cultural proficiency, valuing diversity, managing the dynamics of difference, adapting to diversity and institutionalizing cultural knowledge.

Robins, Kikanza; Nuri, Lindsey; Randall, Lindsey; Delores and Terrell, Raymond (2003). *Cultural Proficiency: A Manual for School Leaders*. Corwin Press, Inc.

Addressing cultural diversity in schools through the application of cultural proficiency theory to educational settings, this book will be an excellent resource for principals, staff administrators and developers.

Rodriguez, Richard (2002). *Brown: The Last Discovery of America*. Penguin Books.

In this dazzling new memoir, Richard Rodriguez reflects on the color brown and the meaning of Hispanics to the life of America today.

Roediger, David (1991). *The Wages of Whiteness*. Verso Publishing.

Combining classical Marxism, psychoanalysis and the new labor history pioneered by E.P. Thompson and Herbert Gutman, the author's widely acclaimed book provides an original study of the formative years of working class racism in the United States. This, he argues, cannot be explained simply with reference to economic advantage; rather, white working class racism is underpinned by a complex series of psychological and ideological mechanisms that reinforce racial stereotypes and thus help to forge the identities of white workers in opposition to blacks.

Serros, Michele (2000). *How to Be a Chicana Role Model*. Riverhead Books New York.

In another hysterical look at identities, *How to Be a Chicana Role Model* expands the reach from gender and identity to the elusive problem of being a role model. The book fills in more of Michele's youthful exploits and takes us through her experience in finding success. Using only prose this time, we follow Michele from grade school through her rising career in writing. While laying out some simple rules for success, she takes an honest look at the role models in her life and the expectations that others eventually have of her as a role model. Being Chicana, brown and female, carries its own set of rules for those at the top and those at the bottom.

Shaw, Susan, Lockhart, Janet and Armentor, Janet (2000), *Writing for Change: Raising Awareness of Difference, Power and Discrimination*. (Notebook Manual)

Shipler, David K. (1997). *A Country of Strangers: Blacks and Whites in America*. Alfred A. Knopf, New York.

In this utterly engrossing book, Pulitzer Prize-winning journalist David K. Shipler conducts an unprecedented tour of the racial divide. He takes us into dorm rooms and boardrooms, factories and police stations, to show ordinary people struggling with enduring biases that shape everyday behavior—often subtly, sometimes unconsciously. Incorporating five years of research, filled with touching human voices and moving human stories.

Simmons, Rachel (2002). *Odd Girl Out: The Hidden Culture of Aggression in Girls*. A Harvest Book Harcourt, Inc.

Dirty looks, taunting notes, exclusion from social groups—there is a hidden culture of girls' aggression in our schools that is as widespread as it is painful. Here, bestselling author Rachel Simmons exposes the truth about what's going on, and she helps everyone—from parents and teachers to coaches and counselors—understand how to cope. With real-life stories and important discoveries, this groundbreaking book illuminates the most pressing social issues facing girls today.

Simons, George, Vazquez, Carmen and Harris, Phillip (1993). *Transcultural Leadership: Empowering the Diverse Workforce*. Gulf Publishing Company.

Managers, supervisors and CEOs will welcome this book. It deals head-on with an emerging global reality: culturally diverse people of both genders in the workplace. The new business environment demands that employees be selected, evaluated, and promoted on the basis of performance and competency, regardless of sex, race, religion, or place of origin. Affirmative action is now aimed at developing human potential, and *Transcultural Leadership* shows you how to effectively achieve this in your workplace.

Simons, George and Zuckerman, Amy (1989). *Working Together: Succeeding in a Multicultural Organization*. Crisp Publications.

A workbook to read and learn: How to reverse prejudicial thinking; How to bridge the language barrier in the workplace; How culture and politics impact your organization; And how gestures and body language differ among cultures.

Sleeter, Christine E. (1991). *Empowerment through Multicultural Education*. State University of New York Press.

This book reframes questions about student diversity by probing the extent to which society serves the interests of all, and by examining the empowerment of members of oppressed groups to direct social change.

Stern, Kenneth (1997). *A Force Upon the Plain: The American Militia Movement and the Politics of Hate*. University of Oklahoma Press.

It was a chillingly prescient prediction. Nine days before the April 19, 1995, bombing of the Alfred P. Murrah Federal Building in Oklahoma City, militia expert Kenneth S. Stern warned authorities to expect an incident on the anniversary of what militia members call the "Waco massacre." In *A Force Upon the Plain*, Stern makes it clear that this struggle is only beginning. He shows how today's right-wing extremists, angered over the sieges at Ruby Ridge and Waco and the Brady gun control bill, have become certain that their country is under siege and that their leaders cannot be trusted.

Storti, Craig (1994). *Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Difference*. Intercultural Press, Inc.

This book is a collection of brief conversations (4-8 lines) between an American and someone from another country and culture. Short as each dialogue is, it has buried within it at least one, and usually several breaches of cultural norms which the reader is challenged to figure out. And a challenge it is: the exchanges are so brief and innocuous that even the wariest among us are sandbagged by the dialogue's hidden subtleties.

Sue, Derald Wing and Sue, David (2003). *Counseling the Culturally Diverse: Theory and Practice*. John Wiley & Sons, Inc.

This latest edition offers a contemporary expansion of the definition of multicultural counseling that pushes the boundaries of the field and allows for a more inclusive and meaningful way of looking at and treating diverse populations.

Swain, Carol (2002). *The New White Nationalism in America: Its Challenge to Integration*. Cambridge University Press.

Over the past ten years, a new white nationalist movement has gained strength in America, bringing with it the potential to disrupt already fragile race relations. Swain's study is intended as a wake-up call to all Americans who cherish the civil rights era vision of an integrated America, a common humanity, and equality before God and the Law.

Tatum, Beverly Daniel Ph. D. (1997). *Why Are All the Black Kids Sitting Together in the Cafeteria?* Basic Books.

This is a valuable book by a fine psychologist and scholar who knows how to listen to young people and shows a depth and sensitivity in her thoughtfully enlightened book about the subtleties of racial interactions in America.

Teaching Tolerance (1999). *Responding to Hate at School: A Guide for Teachers, Counselors and Administrators*. Teaching Tolerance.

This book offers proven strategies and concrete recommendations for addressing day-to-day problems such as casual use of putdowns, emergency situations like hate crimes, and long-term issues including school policies and staff development designed to promote harmony.

Vasquez, Hugh and Femi, Isoke (1993). *No Boundaries: A Manual for Unlearning Oppression and Building Multicultural Alliances*. TODOS.

The manual consists of the theoretical base upon which to teach the reader/participant the assumptions and philosophy that guide every step of the unlearning of oppressive behaviors and reviews the guiding elements for building multicultural alliances.

Villasenor, Victor (1998). *Walking Stars: Stories of Magic and Power*. Delta Trade Paperbacks.

These are the stories of Victor Villaseñor's childhood. Magical, yet true, they are fables of endurance, defeat and triumph, spirituality, and, always, of love. Handed down through the generations, these stories are set against the backdrop of the Mexican revolution and his family's migration to the United States. These stories feature a cast of unforgettable characters who have in common their perseverance and courage. They encounter the supernatural, escape persecution by rebel soldiers, endure hunger, thirst and physical stress, and ultimately, transcend their circumstances to achieve their dreams. They are indeed walking stars.

Watson, Lemuel, Terrell, Melvin, Wright, Doris (2002). *How Minority Students Experience College: Implications for Planning and Policy*. Stylus Publishing.

Through a unique qualitative study involving seven colleges and universities considered national models of commitment to diversity, this book presents the views and voices of minority students on what has been achieved and what remains to be done.

Weatherford, Jack (1991). *Native Roots: How the Indians Enriched America*. Fawcett Books.

In this book, the author focuses on the vital role that Indian civilizations have played in the making of the United States.

Weatherford, Jack (1988). *Indian Givers: How the Indians of the Americas Transformed the World*. Fawcett Books.

In vividly dramatic chapters, Weatherford traces the crucial contributions made by the Indians to our federal system of government, our democratic institutions, modern medicine, agriculture, architecture, and ecology.

Weis, Lois & Fine, Michelle (1993). *Beyond Silenced Voices: Class, Race, and Gender in United States Schools*. State University of New York Press.

This book addresses race, class, and gender in education in the United States. It debates the issues of institutionalized power and privilege, and the policies, discourse, and practices that silence powerless groups.

West, Cornel (2001). *Race Matters*. Vintage Books, New York.

West's subject matter ranges from the crisis in black leadership and the myths surrounding black sexuality to affirmative action, the new black conservatism, and the strained relationships between Jews and African Americans. He never hesitates to confront the prejudices of all his readers—or wavers in his insistence that they share a common destiny.

Wiesel, Elie (1960). *Night*. Bantam Books.

A terrifying account of the Nazi death camp horror that turns your Jewish boys into an agonized witness to the death of his family...the death of his innocence...and the death of his God. Penetrating and powerful, as personal as *The Diary of Anne Frank*, *Night* awakens the shocking memory of evil at its absolute and carries with it the unforgettable message that this horror must never be allowed to happen again.

Wiener, Harvey and Bazerman, Charles (1996). *Side by Side: A Multicultural Reader*. Houghton Mifflin Company.

This book offers a rich collection of readings by writers who speak to the diverse ethnic, social, and cultural backgrounds of you and your fellow students and provides abundant reading, writing, and critical thinking instruction to help you read more effectively and write more confidently.

Williams, Belinda (1996). *Closing the Achievement Gap: A Vision for Changing Beliefs and Practices*. Association for Supervision and Curriculum Development.

The author provides a research-based synthesis of the dynamics that contribute to urban students' academic achievement patterns. Themes developed and explored include historical and present social dynamics, cultural differences, pedagogy, opportunity to learn variables, physical and social environments, and the need to change our perception of at-risk students to students with resiliency.

Wise, Tim (2005). *White Like Me: Reflections on Race from a Privileged Son*. Soft Skull Press.

From his experiences as a white anti-racist activist and white American, Tim Wise has crafted the first history of what it means to be part of the "majority" in America. Combining the emotion of personal stories with insights gleaned from fifteen years as an educator, *White Like Me* examines the ways in which whites reap the benefits of "racial preferences"—whether or not they actively engage in racism.

Wlodkowski, Raymond and Ginsberg, Margery (1995). *Diversity & Motivation: Culturally Responsive Teaching*. Jossey-Bass Publishers.

Using a motivational framework for culturally responsive teaching complete with extensive examples and illustrations, the authors describe the values, learning strategies, and structures necessary to establish inclusion, develop attitude, enhance meaning, and engender competence.

Wyman, Sarah LaBrec (1993). *How to Respond to Your Culturally Diverse Student Population*. Association for Supervision and Curriculum Development.

In this book the author presents a wealth of research on the effects of traditional American education practices on minority students, and practical suggestions for change.

Diversity Media

***A Class Divided (1986)*. Frontline/PBS. [DVD]**

In 1970, Jane Elliot divided her class between those with blue eyes and those with brown and gave blue-eyed children preferential treatment. This classic program presents the long-term effects of racial stereotyping in schools and suggests how new approaches can make a positive difference with students and teachers.

***A Place at the Table: Struggles for Equality in America* (2000). Teaching Tolerance. [VHS]**

This teaching kit includes a video, book and teaching guide. Out of all the pain caused by hatred and injustice in our nation's history, there has emerged another, more hopeful narrative. These are some of their stories.

***Amandla: A Revolution in Four-Part Harmony* (2003). Artisan Entertainment. [VHS]**

Tells the story of black South African freedom music and reveals the central role it played in the long battle against apartheid.

***America's Civil Rights Movement*. (2005). Teaching Tolerance. [VHS]**

This teaching kit includes a video, book and teaching guides. Depicts the battle for civil rights as told by its foot soldiers. They rode where they weren't supposed to ride, walked where they weren't supposed to walk, sat where they weren't supposed to sit. And they stood their ground until they won their freedom.

Angry Eye, The (2003). California Newsreel. [DVD]

Hailed as a “fascinating revisit” to the famous 1970 Blue-Eyes/Brown-Eyes Exercise in discrimination by Jane Elliott, this film documents the effects of racial prejudice with startling force and emotional intensity. Taking pigmentation—in this case, eye color—as an arbitrary dividing line, Jane Elliott builds a microcosm of contemporary American society, compelling her more privileged blue-eyed participants to live in another world for the longest two and a half hours of their lives.

Blue Eyed Video (1995). California NewsReel. [VHS]

In *Blue Eyed*, we join a group of 40 teachers, police, school administrators and social workers in Kansas City - blacks, Hispanics, whites, women and men. The blue-eyed members are subjected to pseudo-scientific explanations of their inferiority, culturally biased IQ tests and blatant discrimination. In just a few hours under Elliott's withering regime, we watch grown professionals become despondent and distracted, stumbling over the simplest commands.

Breaking Barriers, Building Bridges in Academia an Approach to Prejudice Reduction (1994). Video Conference at Chemeketa. [VHS]

Can We All Get Along? (1991). The MacNeil/Lehrer News Hour. [VHS]

A look at culture and racism.

Complete Blue Eye, The, The with Jane Elliot (2004), Admire Productions, Inc. [DVD]

DVD includes: the 30-Minute Blue Eyed concise version of Elliot's work, the Essential Blue Eyed training edition, the trainers manual and the original Blue Eyed video.

Creating Inclusive Learning Environments with Our Diverse Learners: Raymond Wlodkowski and Margery Ginsberg (2004). A Chemeketa Adjunct Institute Keynote Presentation. [VHS]

The authors of the book *Diversity & Motivation* share what they've learned through their work about how to engage learners with respect and inclusion. Their presentation draws upon their respective expertise in motivation and multiculturalism to promote diversity.

Cross-Cultural Communication In Higher-Education (1995). De Anza College Television. [VHS]

Dr. Derald Wing Sue, Professor of counseling psychology at the California College of Professional Psychology examines difference in communications styles among such groups as Asian-American, African-American, Latinos, American Indians and European-Americans. According to Dr. Sue “One of the major barriers to effective understanding is the common assumptions that different cultural groups operate according to identical speech and communications conventions.”

Do The Right Thing (1989). Spike Lee Presentation. (DVD)

The hottest day of the year explodes on screen in this vibrant look at a day in the life of Bedford-Stuyvesant, Brooklyn. Spike Lee's powerful portrait of urban racial tension sparked controversy while earning popular and critical praise.

Effective Management of Cultural Diversity (1997). Chemeketa Inservice Keynote. [VHS]

Comes with workbook/guide.

Ethnic Notions (1987). Newsreel. [VHS]

Ethnic Notions is Marlon Riggs' Emmy-winning documentary that takes viewers on a disturbing voyage through American history, tracing for the first time the deep-rooted stereotypes which have fueled anti-black prejudice. Through these images we can begin to understand the evolution of racial consciousness in America.

Exploring America's Communities in Quest of Common Ground. [VHS]

In Black and White (1992). Newsreel. (three separate VHS videos)

In Black and White is the first video series devoted to the life and work of contemporary African American authors. It introduces students and general readers to three of America's most talented and challenging women writers: Toni Morrison, Gloria Naylor, and Alice Walker.

Mighty Times: The Children's March. Teaching Tolerance. [VHS]

This teaching kit includes a video and teaching guide. This is a story of how the young people of Birmingham, Alabama, braved fire hoses and police dogs in 1963 and brought segregation to its knees. Their heroism moved President Kennedy to introduce the Civil Rights Act of 1964, a key piece of federal legislation that transformed not just the South, but the entire nation.

Mighty Times: The Legacy of Rosa Parks (2002). Teaching Tolerance. [VHS]

This teaching kit includes a video and teaching guide. On December 1, 1955, Rosa Parks sparked a revolution by sitting still. Her simple act of defiance against racial segregation on city buses inspired the African American community of Montgomery, Alabama, to unite against the segregationists who ran City Hall.

Normal (2003). HBO Presentation. [DVD]

Roy and Irma are a devoted couple, living in rural Illinois when, at a party celebrating their 25th wedding anniversary, Roy inexplicably blacks out. As he awakens, it is with the realization that his life must change forever. Roy confesses to Irma that he's a woman trapped in a man's body and that he wants a sex change. What comes as a surprise to his wife sends shock waves throughout their small churchgoing community. Roy must face their friends, coworkers and his own children with the whole new way of life he has planned. Transformation is all about being who you are, being in love, and simply being normal.

One Survivor Remembers (2005). HBO/Teaching Tolerance [DVD and Guide]

In the winter of 1945, on the day of her liberation from six years of Nazi rule, Gerda Weissmann clung to life at the end of a 350-mile death march. She weighed 68 pounds, her hair had turned white, and she had not had a bath in three years. She survived with courage, grace and dignity. This is her story.

Race Against Prime Time (1985). Newsreel. [VHS]

Race Against Prime Time is the only film to scrutinize how television news represents African Americans. This hard-hitting documentary takes us behind the scenes at the newsrooms of the three network affiliates during the Liberty City uprising in Miami which left 18 dead. It provides a classic case study of how the news gets made: what we see - and what we don't.

Race the Power of Illusion—Episode 1: The Difference Between Us [VHS]

Everyone can tell a Nubian from a Norwegian, so why not divide people into different races? That's the question explored in "**The Difference Between Us**," the first hour of the series. This episode shows that despite what we've always believed, the world's peoples simply don't come bundled into distinct biological groups. We begin by following a dozen students, including Black athletes and Asian string players, who sequence and compare their own DNA to see who is more genetically similar. The results surprise the students and the viewer, when they discover their closest genetic matches are as likely to be with people from other "races" as their own.

Race the Power of Illusion—Episode 2: The Story We Tell [VHS]

"**The Story We Tell**" traces the origins of the racial idea to the European conquest of the New World and to the American slave system - the first ever where all the slaves shared similar physical traits and a common ancestry. Historian James Horton points out that the enslavement of Africans was opportunistic, not based on beliefs about inferiority: "[Our forebears] found what they considered an endless labor supply. People who could be readily identified and so when they ran away they couldn't melt into the

population like Native Americans could. People who knew how to grow tobacco, people who knew how to grow rice. They found the ideal, from their standpoint, the ideal labor source."

***Race the Power of Illusion—Episode 3: The House We Live In* [VHS]**

If race doesn't exist biologically, what is it? And why should it matter? Our final episode, "**The House We Live In**," is the first film about race to focus not on individual attitudes and behavior but on the ways our institutions and policies advantage some groups at the expense of others. Its subject is the "unmarked" race: white people. We see how benefits quietly and often invisibly accrue to white people, not necessarily because of merit or hard work, but because of the racialized nature of our laws, courts, customs, and perhaps most pertinently, housing.

***Salt of the Earth: The Only U.S. Blacklisted Film (1954)*. (IPC). [VHS]**

Salt of the Earth was the inaugural film project of the Independent Productions Corporation (IPC), formed in 1951 by a small group of Hollywood Communists who were convinced they could circumvent the industry's blacklist by working outside of the studio system. The *Salt* project was born when the filmmakers were told of a strike by Mexican-American mine workers against the Empire Zinc Corporation in Bayard, New Mexico. The issues at stake included racist "dual wage rates" that allotted higher pay to Anglo workers over Mexican-Americans, and Empire Zinc's "policy of hiring only Mexican-Americans for underground work."

***Slavery and the Making of America Part I: 1. Downward Spiral, 2. Liberty in the Air* [VHS]**

This groundbreaking documentary presents a detailed look at the institution itself, a national practice which helped transform tiny colonies into the world's strongest nation. The program asserts that U.S. slavery gradually evolved from a loosely defined labor system, under which Africans and their descendants retained legal and property rights, into the tightly regulated enslavement of individuals based solely on race.

***Skin Deep (1995)*. Newsreel. [VHS]**

Skin Deep chronicles the eye-opening journey of a diverse and divided group of college students as they awkwardly but honestly confront each other's racial prejudices.

***The Color of Fear (1998)*. StirFry Seminars. [VHS]**

A film by award winning director and therapist Lee Mun Wah, about the pain and anguish that racism has caused in the lives of eight North American men of Asian, European, Latino, and African descent. Out of their confrontations and struggles to understand and trust each other emerges a dialogue that most of us fear, but hope will sometime happen in our lifetime.

***The Rise and Fall Jim Crow (2002)*. Newsreel. {Four separate VHS videos}**

This video series offers the first comprehensive look at race relations in America between the Civil War and the Civil Rights Movement. This definitive four-part series documents a brutal and oppressive era rooted in the growing refusal of many Southern states to grant slaves freed in the Civil War equal rights with whites. A life of crushing limitation for Southern Blacks, defined by legal segregation known as "Jim Crow" - after a minstrel routine in which whites painted their faces black - shaped the social, political and legal history of the period. In 1954, with the Supreme Court decision in *Brown vs. Board of Education*, the Jim Crow laws and way of life began to fall. The story of the struggle during this period is told through the eyes of those who experienced it, historical figures such as W.E.B. Du Bois, Booker T. Washington, Ida B. Wells and Walter White as well as everyday heroes.