

# ANNOTATED BIBLIOGRAPHY

## Inclusive Pedagogy Seminar

Bernard L. Schwartz Communication Institute

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Our workshops drew from the following texts:

**Chesler, Mark A. and Alford A. Young. *Faculty Identities and the Challenge of Diversity: Reflections on Teaching in Higher Education*. Boulder, Colorado: Paradigm Publishers, 2013.**

In this collection of essays, two faculty members at the University of Michigan and their graduate students use empirical data and anecdotal evidence to explore how faculty members' identities influence their teaching. The book addresses conflicts that occur in the classroom (i.e. between instructors and students; between students; and with students and the instructor's pedagogy or course materials) and offers suggestions for "using the conflict" to move toward resolution. The book demonstrates how whiteness can be part of a course's "hidden curriculum" and provides strategies for challenging often-unacknowledged biases. The book also provides useful prompts that encourage faculty members to articulate goals for diversity in their classrooms.

**Johns, Ann M. and Maureen Kelley Sipp, eds. *Diversity in College Classrooms: Practices for Today's Campuses*. Ann Arbor, Michigan: University of Michigan Press, 2004.**

A collection of essays from faculty at San Diego State University, this book includes strategies for using portfolios as teaching tools to enable deep learning, using collaboration toward inclusive pedagogy, and supporting students with disabilities and linguistic diversity. It also features a number of chapters that describe assignments that require students to work off-campus and in local communities.

**Landis, Kay, ed. *Start Talking*. Anchorage, Alaska: University of Alaska Anchorage and Alaska Pacific University, 2008.**

Derived from a weeklong faculty development workshop done in collaboration between two universities in Alaska, this handbook is organized around five themes: race, class, culture, science, and religion. The book features suggestions for activities and assignments (see the Activities List for examples), as well as faculty members' reflections on using the activities in their own classrooms.

**University of Michigan – Center for Research on Teaching and Learning**

<http://www.crlt.umich.edu/multicultural-teaching>

This site houses a plethora of resources, including the self-reflection sheet used in our workshop; practices for setting an inclusive tone in the classroom; and research that shows how inclusive pedagogy benefits all students. There is a blog on inclusive teaching that includes posts on current concerns such as students' emotions surrounding the election, hate speech on campus, gender pronouns, and understanding privilege. The site also includes suggestions for managing discussions—planned and unplanned—about controversial topics, and features links to additional resources throughout the web.

**Other resources:**

**Adams, Maurianne et al., eds. *Readings for Diversity and Social Justice*. New York: Routledge, 2013.**

This large anthology features sections on a range of social oppressions including racism, sexism, classism, heterosexism, ableism, transgender oppression, religious oppression, and ageism. Each section is divided into three parts: one containing context and background information on the form of

oppression, one featuring personal reflections on the impact of the oppression, and one that offers a host of “next steps” that provide ideas for classroom discussion, activities, and assignments that help students to better understand the issues. (See the Appendix for an example of an assignment that asks student to reflect on issues of class.)

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

This book reflects on a course taught for ten years at Pacific Oaks College in California by a pair of professors—one white and one black. The book traces the progression of the course, called Racism and Human Development, chronologically to show how the students begin to develop anti-racist understanding through course activities and assignments. The book culminates with the description of an “action project,” an assignment in which students take a public anti-racist stand in their workplace or community. (See the Appendix for details on this assignment.)

**Fox, Helen. *When Race Breaks Out: Conversations about Race and Racism in College Classrooms*. New York: Peter Lang Publishing, Inc., 2014.**

Based on her own experience teaching and her interviews with instructors from a variety of disciplines at the University of Michigan, Fox provides ideas about how to approach race and racism in the college classroom. The book includes anecdotes about and reflections on moments “when race broke out” in the classroom and provides strategies for making conflict productive. She discusses managing the differing responses to anti-racist pedagogy from white students and students of color; how to create “civil conversations” in the classroom; and how to encourage participation from all students. Chapter 2 offers explanations of the differences between “race” and “ethnicity” as well as elaborations on labels such as Caucasian, Chicano, and First Nation. Chapter 3 provides definitions of important terms such as “institutional racism” and “model minority. The final chapters of the book include a list of activities and assignments and suggestions for further reading. (See the Appendix for copies of Chapters 2, 3, and 8.)

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

This foundational text is inspired by Brazilian educator Paulo Friere’s notion of “pedagogy of the oppressed.” Moving between personal narrative and theoretical analysis, hooks argues against what she terms “assembly-line style learning” (13) in favor of progressive, holistic, and engaged pedagogy that resists replicating existing systems of domination. Critiquing the ease of a superficial multicultural education, and demonstrating the importance of surrounding oneself with a teaching community, hooks describes her strategies for educating students towards a critical consciousness and new visions of the world.

**Landreman, Lisa M., ed. *The Art of Effective Facilitation: Reflections from Social Justice Educators*. Sterling, Virginia: Stylus Publishing, 2013.**

The first part of the book contains essays that describe the theories behind using ideals of social justice for facilitating classroom discussion. The essays in the following section engage with the relationship between facilitation and gender identity, whiteness, and race. The third section, the most practical in the book, describes techniques for facilitation, and the fourth offers suggestions for supporting students’ social action. Of particular note is “From Safe Space to Brave Spaces,” an essay in section three that argues for conceiving of the classroom as “brave space,” rather than “safe space.” Authors Brian Arao and Kristi Clemens warn against the conflation of safety and comfort when setting rules for class discussions, and encourage specificity in defining terms such as “respect” and “attacks.” (For instance,

they suggest teachers avoid using language such as “agree to disagree” and “don’t take things personally.”)