
Referrals, suspensions, and expulsions of African American students, especially males, are at an all-time high. However, as this book shows, culturally determined assumptions and friction over communication have a role to play in this as well. *Eliminating Racial Profiling in School Discipline* is designed to make readers aware of how cultural factors relate to the ways that discipline is meted out. Administrators and teachers will gain an understanding of how culturally conditioned beliefs and assumptions negatively influence student-teacher relationships. Ultimately, this book proposes a set of strategies to solve increased disciplinary referrals.


This lively book will help new and veteran teachers develop the knowledge, skills, and confidence needed to successfully address racial controversies in their classrooms. The author first explains what race and racism mean and why we need to talk about these topics in schools. Then, based on an in-depth study of a high school classroom, she shows what happens when teachers and students talked about race and racism in a history and language arts classroom. Throughout the book she guides teachers in ways to discuss important issues—from civil rights to institutional racism—that will ultimately help teachers and students to change school culture.


For any teacher grappling with addressing race in the classroom, and for pre-service teachers confronting their anxieties about race, this book offers a rich resource of insights, approaches, and guidance that will allay fears and provide the reflective practitioner with the confidence to initiate and respond to discussion of race, from the preschool and elementary classroom through high school. Both Ilsa Govan and Dr. Caprice Hollins contributed essays to this book.


Knowingly and unknowingly we grapple with race every day. *Understanding White Privilege* delves into the complex interplay between race, power, and privilege in both organizations and private life. It offers an unflinching look at how ignorance can perpetuate privilege, and offers practical and thoughtful insights into how people of all races can work to break this cycle.


*Uprooting Racism* is a guide for white people struggling to understand and end racism while supporting anti-racism work. It highlights the many ways in which concerned white people can play an active role in confronting white racism. This book features exercises, questions, and suggestions to engage, challenge assumptions, and motivate the reader towards social action.
This book is an amazing story by two teachers—one Black and one White—who directly confront the boundary of race. They take readers on their joint journey through distrust, anger, and fear as they grapple with race in classroom teaching. Together, they build a bridge of trust, communication, and understanding, and in the process they teach the rest of us how to do this.

How should teachers respond when children ask challenging questions about race? How should teachers handle the use of the “N-word” or discuss “achievement gaps” with colleagues? How can teachers avoid unwittingly making children of color speak on behalf of their entire group? In more than fifty original pieces written especially for this groundbreaking book, Everyday Antiracism offers practical advice for teachers and parents.

Beverly Daniel Tatum, a renowned authority on the psychology of racism, asserts that we do not know how to talk about our racial differences: Whites are afraid of using the wrong words and being perceived as "racist" while parents of color are afraid of exposing their children to painful racial realities too soon. Using real-life examples and the latest research, Tatum presents strong evidence that straight talk about our racial identities—whatever they may be—is essential if we are serious about facilitating communication across racial and ethnic divides.

Silent Racism persuasively demonstrates that silent racism by people who classify themselves as “not racist” is instrumental in the production of institutional racism. Trepagnier argues that heightened race awareness is more important in changing racial inequality than judging whether individuals are racist.

ARTICLES

Racial microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color. Perpetrators of microaggressions are often unaware that they engage in such communications when they interact with racial/ethnic minorities. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

This article is a great resource for teachers examining their curriculum and can also be used to empower students to analyze the books they read.
http://www.birchlane.davis.ca.us/library/10quick.htm
This article identifies a list of ways in which people benefit from everyday white privilege. Contact mruppp@wellesley.edu for copyright permission.

VIDEOS

The Color of Fear (90 minutes) Stir Fry Productions
http://www.stirfryseminars.com/
This is 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 happen sometime in our lifetime.

Mirrors of Privilege: Making Whiteness Visible (50 minutes) World Trust
http://world-trust.org/films/
Through a series of interviews with anti-racist White activists, this documentary provides a comprehensive view of what it means to confront racism and white supremacy in the United States. This film can be coupled with the Color Line activity to help participants understand white privilege on a personal and institutional level.

My Brown Eyes (19 minutes) Master Communications
http://www.master-comm.com/mbevideo.htm
Particularly good for those who work in schools, My Brown Eyes follows a ten-year-old immigrant boy on his first day of school. This powerful story pushes viewers to examine the assumptions we may make about young people and their families.

Race: The Power of an Illusion (3 hours, 60 minutes each) PBS
http://www.pbs.org/race/000_General/000_00-Home.htm
This three-part series consists of one-hour films that explore different issues around race. All of the films are great, but we especially recommend episode three, The House We Live In, to explore issues of institutional privilege and the social construction of whiteness. You can download a free 14-page discussion guide from the creators of this film as well as check out an interactive online companion.

Race & Sex: What We Think But Don’t Say (60 minutes) ABC News 20/20
http://www.amazon.com/ABC-News-20-Race-Sex/dp/B000QXCPJK
Valuable information on stereotypes, including an excerpt on stereotype threat that Cultures Connecting regularly uses in workshops.