

Quick Links: [How to Use this Bibliography](#); [Contact & Consultation](#); [Citations & Annotations](#)

Overview

This bibliography gathers selected articles, essays, and book chapters on issues relevant to antiracist teaching practices across disciplines in higher education. It is not a general bibliography on histories of racism or anti-racism. It is specific to the teaching and learning context. For a more general bibliography of racism and anti-racism, please see [the U-M University Libraries new Anti-Racism Research Guide](#). The bibliography shared below is intended to be a resource for a range of instructors, particularly faculty and GSIs teaching Race and Ethnicity courses in the College of Literature, Sciences & The Arts at the University of Michigan, Ann Arbor; those teaching other courses that engage topics related to race and racism; those who encounter racialized dynamics in the classroom and need support in addressing them; or anyone who is interested in antiracist pedagogy. It is also a resource for faculty developers who wish to develop their repertoire for antiracist teaching support. This bibliography is not an exhaustive list of available literature. The resources included below are an entry point for further research and review on the part of instructors. Please feel free to use the “Contact & Consultation” information for further engagement on these topics.

This bibliography was initially drafted during the summer of 2019 in a very different moment from the one in which we find ourselves in summer and fall of 2020. The disparate impact of the global COVID-19 pandemic on Black, Indigenous, and People of Color communities, the racist backlash against Asian communities worldwide in light of COVID-19, state and civilian violence against Black communities in the US and elsewhere, along with physical and policy attacks on immigrant communities are just a few of the issues that make-up our current national and global context around race, racism, and racial justice. This context has fostered new investments in racial justice for some while deepening and amplifying existing investments for others. Many colleges and universities are looking for ways to demonstrate institutional commitments to anti-racism and many instructors are looking to cultivate, strengthen, and/or demonstrate such commitments in their individual courses and teaching practice. We offer this bibliography as a dynamic resource to support the work of leveraging teaching and learning spaces as key sites of anti-racist thinking and action.

A Note on Updates & Revisions

This is a living document, *so please check back regularly as we will be adding new sources and annotations*. We consider all of the sources included to offer something useful, even as we recognize that some of these arguments are directly contradictory to or more generally critical of others. We encourage readers to embrace and learn with such conflicting arguments as you cultivate a complex, multilayered perspective on anti-racist teaching. We also welcome your feedback in the form of

Drafted by Esther Grace Witte & Dr. Whitney Peoples
University of Michigan Center for Research on Learning and Teaching

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University of Michigan Center for Research on Learning and Teaching (CRLT).

questions, suggestions, or comments about how you find this resource useful and/or how we can strengthen it.

Contact & Consultation:

If you are an instructor at the University of Michigan, Ann Arbor and you would like to discuss utilizing anti-racist teaching frameworks in your course, please contact: Dr. Whitney Peoples (wpeoples@umich.edu), Critical & Anti-Racist Teaching Specialist at The Center for Research on Learning & Teaching.

For more information on the bibliography or to share suggestions or additional resources for this document please email either CRLT Graduate Student Instructional Consultant Esther Witte at egwitte@umich.edu or Dr. Whitney Peoples at wpeoples@umich.edu.

How to Use this Bibliography:

Keywords & Topics:

Each entry in the bibliography includes citation information, a short summary of the piece, a list of keyword tags identifying major themes, and in some cases, suggestions for further reading within or outside of the sources listed here. The keyword tags are meant to provide a quick topical reference to help readers find resources suited to their current needs and interests. For example, you can consult the tags to find readings that offer large-scale institutional analyses to develop your contextual knowledge, or readings that may help you design an R&E course syllabus, or readings that offer specific instructional strategies you can use to address matters arising now in your classroom. These tags are loosely defined in the glossary below.

Some examples:

- If you are preparing to teach an R&E course in the future, you might be interested in writings by teachers about their experiences of anti-racist teaching (“Author reflection” tag); critical analyses of higher education institutions regarding race and racism (“institutional analysis”); discussions of course and curriculum design (“curriculum”); more specific and small-scale teaching strategies (“instruction”); theoretical guidance on antiracist teaching (“framework”); or specific examples of course and lesson designs (“model”).
- If you are preparing for a specific class session, you might refer to “instruction,” “model,” or “reflective practice” tags for on-the-ground resources.
- If you are experiencing moments of tension, conflict, or silence in your classroom in conversations related to race, you might find helpful material under the “resistance,” “author reflection,” or “reflective practice” tags.

Tags: glossary

- **Resistance** - the piece discusses (white) resistance to anti-racist pedagogy, denials of racism, fragility, shutting-down, etc.
- **Author reflection** - the piece includes narration of the author's personal reflections on their own teaching practice (or other relevant experiences, e.g. as a student) in a significant way.
- **Reflective practice** - offers discussion, examples, and/or guidance on how to employ reflective practices in anti-racist teaching.
- **Literature review** - the piece summarizes or analyzes a large number of sources; consult for possible further reading.
- **Framework** - the piece offers a set of principles or assumptions to guide anti-racist practice. The **framework** tag is meant to suggest more theoretical or abstract content than the **model** tag which applies to particular concrete instances of practice.
- **Model** - the piece reports/describes/analyzes an exemplary course, program, or practice that exists or has existed in a particular location at which (in most cases) the author has worked.
- **Instruction** - more local/small-scale: lesson plans, activities, instructional strategies or practical options that teachers may adopt in their own teaching.
- **Curriculum** - issues related to "large scale" course design, topic, content, readings, assignments, etc.
- **Institutional analysis/critique** - analyzes/describes the structure, histories, and practices of institutions as related to anti-racist pedagogy.
- **Foundational concepts** - provides basic definitions and explanations of key concepts for antiracist teaching.
- **White-centric / *BIPOC-centric** - particularly addressed to or about white / BIPOC practitioners (**Black, Indigenous, People of Color*).

Citations & Annotations:

Bauer, Kelly, and Kelly Clancy. 2018. "Teaching Race and Social Justice at a Predominantly White Institution." *Journal of Political Science Education*, 14(1): 72-85.

- Drawing on insights from a set of pilot courses in political science (at a US midwestern small PWI) that focused on race, the authors describe "empathic scaffolding," a framework for antiracist pedagogy that focuses on the local context of instruction, begins by highlighting students' very personal experiences, and then "expanding the comfort zone" to include broader social groups and larger concepts. The framework has two main parts: in the first part, addressing curriculum, the authors encourage predicting students' relationship to course content to inform decisions about selections and pacing of material, and argue for a "gridding" practice of having different students take on and trace particular areas of focus throughout the term. The second part concerns instruction practices, arguing for a discussion-based classroom format ("discourse instruction"), role-playing activities where students take on the roles of historical figures or political entities to work through situations, and "feedback/reaction" activities in which students share and respond to their reflections on classroom discussions. The framework is illustrated with examples drawn from the pilot courses.
 - Tags: framework, curriculum, instruction, White-centric

Bernard, Emily. 2005. "Teaching the N-word." *American Scholar*. ([online](#))

- A non-academic personal narrative about a Black professor's experience teaching Randall Kennedy's work on the cultural significance of the N-word to a class of all white students at the University of Vermont. Powerfully demonstrating the salience of individual identities and embodiments to what happens in class, Bernard describes (all-white) class discussions of racism, mainly focused on the slur, in painstaking and painful detail. She also includes some attention to race/gender intersection as Bernard questions her students about their assumptions about her in comparison to her partner, a white male professor who teaches in the same department.
 - Tags: author reflection, resistance, model, instruction

Blackwell, Deanna M. 2010. "Sidelines And Separate Spaces: Making Education Anti-Racist for Students of Color." *Race, Ethnicity, and Education*, 13(4): 473-494.

- A reflective analysis of anti-racist pedagogy from a black feminist perspective, the article makes an important critique of the ways that literature, theory, and practices that center white students and marginalize students of color in anti-racist education. First, Blackwell argues that an anti-racist pedagogy driven by the poststructural critique of whiteness, while important, cannot adequately address the learning needs of students of color regarding race consciousness. Second, Blackwell critiques the dominant presence of whiteness in the classroom, where white students' dilemmas such as the discomfort of being complicit in racism are made the center of attention. While their own needs again are sidelined, students of color in this situation are called upon to

play roles other than student, such as “cultural expert,” “teacher’s aide,” and “witness,” each of which Blackwell explores in detail drawing on personal experience. Finally, to counter these problems Blackwell makes a case for the practice of “separate spaces” for students of color, using examples from literature and from personal experience to illustrate what such practices look like and how they can address the problems of White-centric pedagogies.

- Tags: author reflection, BIPOC-centric, resistance, literature review, instruction

Bonilla-Silva, E. 2015. “The Structure of Racism in Colorblind, ‘Post-Racial’ America,” *American Behavioral Scientist*, 59(11): 1358-1376.

- A short overview of Bonilla-Silva’s major theoretical arguments on what he calls the “new racism” that emerged after the Civil Rights movement in the 1960s and ‘70s and is further solidified in the “post-racial” politics of Barack Obama’s presidency. The article includes a discussion of the relationship between “race” and “racism” arguing that race is a result of racism, not the reverse; then explains how the new racism works by rearticulating racial practices of the past in forms that are increasingly covert. Interviews from the author’s book *Racism without Racists* are excerpted to provide examples of “color-blind” rhetorical strategies. Finally, the author summarizes ways in which Obama’s “post-racial” politics masked policies that exacerbated racial inequality.
 - Tags: foundational concepts, literature review

Brunsma, David L, Eric S Brown, & Peggy Placier. 2012. “Teaching Race at Historically White Colleges and Universities: Identifying and Dismantling the Walls of Whiteness.” *Critical Sociology*, 39(5): 717-738.

- The authors use the metaphor of “walls of whiteness” to articulate a comprehensive theory of deep structures that shield white students from being confronted with their involvement in systemic racism. The piece describes three categories of “walls”: spatial, curricular, and ideological. Spatial walls are those structures that keep white students physically apart from students of color even in “integrated” schools. Curricular walls reflect how the explicit curriculum of syllabi and course content, and the “null curriculum” consisting of knowledge that is silenced or ignored, reinforce white ignorance and protect whiteness. Ideological walls include dominant theories that explain away racial inequity without challenging it. Each explanation of a wall includes a brief “What can we do?” section discussing possible strategies to challenge these “walls.”
 - Tags: Resistance, institutional analysis, White-centric, framework
 - Further reading: see also DiAngelo, “White Fragility” (in this bibliography) for a discussion of how some of these “walls” manifest in specific antiracist interactions with white people.

DiAngelo, Robin. 2011. "White Fragility." *International Journal of Critical Pedagogy*. 3(3): 54-70.

- Formulated from her experiences conducting antiracist workshops with predominantly white audiences, DiAngelo's concept of *white fragility* explains white people's resistance to, avoidance of, and difficulty with discussing race and racism. White fragility refers to white people's low tolerance of "racial stress" that is brought on by questions about race and racism, and the range of defensive moves white people use to maintain "racial equilibrium" The author lists common triggers of white fragility, and some ensuing behaviors that prevent further conversation: these may include demonstrations of guilt and anger, tears, silence, self-justification, shutting down or leaving the conversation. She then unpacks several cultural factors that systematically shield white people from racial stress: including segregation, ideologies of universalism and individualism, "entitlement to racial comfort," "racial arrogance," "racial belonging," "psychic freedom," and constant affirmation in media.
 - Tags: Resistance, White-centric, author reflection, framework, foundational concepts
 - **See also:**
 - Brunnsma et al., "Teaching Race at Historically White Colleges and Universities: Identifying and Dismantling the Walls of Whiteness" (in this bibliography) for a more comprehensive discussion of deeply structural factors that maintain white racial comfort.
 - Gomer & Petrella, "White Fragility, Anti-Racist Pedagogy, and the Weight of History" (online [here](#)) for a strong critique of "white fragility" pedagogy, arguing that the framework centers white feelings using a lens of "psychopathology" at the expense of deep historical analysis of racism.

Farr, Arnold. 2014. "Racialized Consciousness and Learned Ignorance: Trying to Help White People Understand." In *Exploring Race in Predominantly White Classrooms: Scholars of Color Reflect*. George Yancy and Maria del Guadalupe Davidson, eds. New York: Routledge, 50-61.

- This essay first briefly analyzes white ignorance regarding racism using two concepts from social theorist Pierre Bourdieu: first, the concept of *habitus* theorizes how social actions are structured by "pre-established webs of meaning"; "Bourdieu claims that the habitus structures new experiences in accordance with structures produced by past experiences" (Farr 104). Second, *symbolic capital* is "the social value placed on other forms of capital as well as the value placed on group membership" (105). Using many examples, Farr shows how each concept offers ways of explaining how racist logics operate outside of intentionality or conscious thought. The author then recommends two classroom strategies: first "preemptive forgiveness" (establishing an expectation that hurtful mistakes will be made and being prepared to process together), and second, practicing reflexive critique of subject positions (both students and teachers), a practice which he suggests helps students be less defensive and more receptive.
 - Tags: instruction, reflective practice, White-centric, resistance

Glass, Kathy. 2014. "Race-ing the Curriculum: Reflections on a Pedagogy of Social Change." *Exploring Race in Predominantly White Classrooms: Scholars of Color Reflect*. George Yancy and Maria del Guadalupe Davidson, eds. New York: Routledge, 50-61.

- Reflecting on her experience of teaching about race, Glass identifies a series of questions frequently asked by white students, unpacks assumptions behind them, and describes her pedagogical strategies for responding to such questions. The first major question addressed is "Is it racist to discuss race?", which demonstrates "colorblind" rhetoric; second, "How does this apply to me?" which represents a denial of white privilege; third, "Why are they [authors of assigned texts] so angry?", which reflects the racist stigmatization of emotion. The Author's discussion of strategies includes suggested reading assignments with humanities/literature orientation.
 - Tags: author reflection, resistance, White-centric, instruction, curriculum

Harbin, M. Brielle; Thurber, Amie; and Bandy, Joe. 2019. "Teaching Race, Racism, and Racial Justice: Pedagogical Principles and Classroom Strategies for Course Instructors." *Race and Pedagogy Journal: Teaching and Learning for Justice*, vol 4(1): 1-37.

- The authors of this article outline some challenges associated with teaching about issues of race, racism, and racial justice. Once outlined, the authors go on to share a two part approach to best practices for teaching content concerning racial in/justice. The authors clearly note that content knowledge and expertise is not sufficient for effective teaching and learning around race and racism. Their two part approach, intended to compliment content expertise, involves strategies for (1) intentional course design and (2) effective in-class facilitation and engagement.
 - Tags: model, instruction, curriculum

Hassounah, Dena. 2006. "Anti-Racist Pedagogy: Challenges Faced by Faculty of Color in Predominantly White Schools of Nursing." *Journal of Nursing Education*, 45(7): 255-262.

- Hassounah makes a fairly comprehensive survey of anti-racist pedagogy literature combined with a reflective discussion on her own experience of anti-racist teaching in nursing schools. She covers a wide range of connected issues under thematic subheadings: key themes include the problem of focusing on "culture" rather than racism, which depoliticizes nursing and ignores the systemic nature of health disparities; white student resistance to anti-racist pedagogy; a need for institutional support for a classroom climate that can embrace conflict and discomfort; the role of student evaluations as a barometer of resistance.
 - Tags: author reflection, literature survey, resistance, POC-centric

Kandaswamy, Priya. 2007. "Beyond Colorblindness and Multiculturalism: Rethinking AntiRacist Pedagogy in the University Classroom" *Radical Teacher* 80: 6-11.

- This article begins by highlighting the presence of multiculturalism and colorblind ideologies in many University approaches to equity on campus. These two approaches, the article argues, sit

along campus climates hostile to BIPOC and movements for racial justice. In particular, the authors notes the challenges created by multicultural and colorblind frameworks for educators aiming to employ anti-racist teaching practices in their courses. Reflecting on their own experience teaching courses utilizing anti-racist pedagogy, the author outlines four common forms of student resistance they encountered in their courses. Finally, the author asserts that in order to challenge the predominate University frameworks of multiculturalism and colorblindness as well as student resistance, instructors aiming to employ anti-racist teaching must prioritize helping students develop an analysis of interpersonal, institutional, and systemic power.

- Tags: institutional analysis/critique, author reflection, framework, resistance

Kishimoto, Kyoko. 2018. “Anti-racist Pedagogy: From Faculty’s Self-reflection To Organizing Within And Beyond The Classroom.” *Race, Ethnicity, and Education*, 21(4): 540-554.

- Article describes a practical framework for anti-racist pedagogy in four key dimensions: 1) the teacher reflects critically on their social position as an ongoing process; 2) course content focuses on histories and theories of race, privilege and oppression, etc; 3) instruction takes an anti-racist approach; and 4) coursework is directly engaged with anti-racist organizing within the institution and in surrounding communities. Point 3, the anti-racist approach, is further detailed to include: students and teachers recognize that knowledge production is not neutral and reflexively situate ourselves within racism; student reflexivity is further developed by working through difficult moments and reflecting on community work; authority is decentered without treating the teacher as a “neutral facilitator”; modes of learning are continually examined by students and teachers to ensure relevance to student experiences and challenging traditional forms (e.g., “banking model”); and finally, classroom community is fostered through collaboration not competition.
 - Tags: framework, model, instruction, curriculum, reflective practice

Lawrence, Sandra M., and Beverly Daniel Tatum. 2004. “White Educators as Allies: Moving from Awareness to Action.” *Off White : Readings on Power, Privilege, and Resistance*. Edited by Michelle Fine, et al. New York: Routledge, 362-372.

- The authors conducted a qualitative study focused on white participants in a professional development program that took place over seven months in which educators learned to incorporate anti-racist pedagogies into their teaching practices. The study analyzed the impact of such training in changing teacher attitudes and practices, as the authors note that such studies are limited (see also Teel in this bibliography). The study used Janet Helms’s theoretical framework of white identity development in six stages, ranging from the “colorblind” *contact status* to the actively anti-racist *autonomy status*, to categorize participants’ interview responses and reflective writing, and evaluate their development as anti-racist educators. According to the study, teachers recognized white privilege and the limits of their existing knowledge, and they became aware of racist behaviors in others and in themselves, and of their complicity in systemic racism. Some

participants began to take meaningful antiracist action in their concurrent teaching. Many of the white teachers were upset that they were not immediately assumed trustworthy by POC participants in the program (not included in the present study), and some remained anxious of the difficulty of maintaining anti-racist praxis after the end of the program.

- Tags: Reflective practice, framework, White-centric

Lee, Jo-Anne. 2014. "Teaching White Settler Subjects Antiracist Feminisms." *Exploring Race in Predominantly White Classrooms: Scholars of Color Reflect*. George Yancy and Maria del Guadalupe Davidson, eds. New York: Routledge, 62-78.

- Lee begins with a detailed reflective account of a classroom discussion in which she asked students to work in small groups by self-identification as "White," "person of color," or "neutral. Students then reflected together as a full class about their reactions to this separation. After a rough start the discussion is successful in allowing students to articulate assumptions. In further analysis Lee argues that racism and other forms of oppression must be explicitly manifested in the antiracist classroom in order to be studied, while she notes that this takes a particular physical and emotional toll on teachers and students of color. Lee then analyzes the "white ally" position as unproductive because it prioritizes white comfort over sustained engagement in a self-critical process. Lee concludes that antiracist classrooms should be framed as "unhappy spaces" (cf. Sara Ahmed) to disrupt cultural norms of (white) happiness and comfort that maintain oppression.
 - Tags: author reflection, reflective practice, model, instruction, resistance
 - Further reading: See Beverly D. Tatum's "Teaching White Students about Racism: The Search for White Allies and the Restoration of Hope" (listed in this bibliography) for an argument about how the white ally figure may be a useful starting point for antiracist pedagogy with white students.

Lensmire, T. et al. 2013. "McIntosh as Synecdoche: How Teacher Education's Focus on White Privilege Undermines Antiracism," *Harvard Educational Review*, 83(3): 410-431.

- This article challenges the importance given, in primary and secondary teacher education, to Peggy McIntosh's idea of the "invisible knapsack" of white privilege. The article includes analysis of the individual reflective narratives of two coauthors regarding their experiences of using McIntosh's article in different teacher education contexts (one writes about being a workshop participant/trainee; the other as a mentor to other teachers in training). The authors argue that McIntosh's article supports a reliance on white people's confession of privilege as a "dead end" of antiracist work, imagines white privilege as an individual rather than systemic matter, presents a reductive (i.e. non-intersectional) concept of race and whiteness and circumscribes the available range of antiracist action for white people.
 - Author reflection, foundational concepts, white-centric

McIntosh, Peggy. 2008. “White Privilege: Unpacking the Invisible Knapsack.” *White Privilege: Essential Readings on the Other Side of Racism*. Paula Rothenberg, ed. New York: Worth, 123-127.

- Formulated from the author’s personal reflections and using an analogy to her observation of “male privilege” as a woman and a feminist, McIntosh’s “invisible knapsack” is a metaphor that makes visible certain material dynamics of white privilege in everyday life. This widely-assigned, short, accessible essay can be an effective prompt for reflective discussion about white privilege with students. However, in its popularity McIntosh’s article has received criticism in teacher education (and elsewhere) for coming to stand in for more ongoing antiracist work. See Timothy Lensmire et al, “McIntosh as Synecdoche: How Teacher Education’s Focus on White Privilege Undermines Antiracism,” *Harvard Educational Review* 83.3 (2013).
 - Tags: Author reflection, reflective practice, White-centric, foundational concepts

Pasque, Penny, et al. 2013. “Pedagogical Approaches to Student Racial Conflict in the Classroom.” *Journal of Diversity in Higher Education*, 6(1): 1-16.

- The authors conducted interviews with university faculty across three major divisions (STEM, social sciences, and humanities) to investigate how faculty respond to racial conflict in their classrooms. Responses are categorized according to 5 major patterns which the authors describe as teachers’ “pedagogical options” for responding to conflict. As these options are drawn from instructors’ accounts, the authors present them as descriptive, not prescriptive, meaning that they include “options” that are counter to an antiracist pedagogy. Responses showed 5 themes described as sets of “pedagogical options” teachers have for responding to conflict: no conflict perceived, avoidance or nonresponse to perceived conflict, defusing or controlling perceived conflict, responding reactively to guide learning through conflict, or proactively surfacing conflict as a routine pedagogical strategy.
 - Tags: instruction, institutional analysis, reflective practice, resistance

St. Clair, Darlene & Kyoko Kishimoto. 2010. “Decolonizing Teaching: A Cross-Curricular and Collaborative Model for Teaching about Race in the University.” *Multicultural Education*, 18(1): 18-24.

- Article describes the Racial Issues (RI) curriculum at St. Cloud State U., MN, where the authors teach. Detailing strengths, challenges, and opportunities of the RI model, authors map out a spectrum from diversity and multicultural pedagogies (“delivering info, concepts, vocab”) to anti-racist and decolonial pedagogies (“application of analysis/change; organizing; dismantling/interrupting racism”), situating RI in the middle (“learning skills/tools to analyze; seeing racism”), and suggesting ways the institution could move RI further toward the latter. Their spectrum includes specifications of a teacher’s role at each point. Thus the model can illuminate both large-scale curriculum development and potential directions for teachers’ individual practices within anti-racist pedagogies. The article is also notable for its emphasis on

critical self-reflection as central to understanding anti-racism as a lifelong process; authors model such reflection by emphasizing the challenges of teaching anti-racism as women of color.

- Tags: framework, model, curriculum, instruction, reflective practice

Sensoy, O. & DiAngelo, R. 2014. “Respect Differences?: Challenging the Common Guidelines in Social Justice Education.” *Democracy & Education*, 22(1): 1-10.

- Article addresses common guidelines used in higher education course settings. The authors argue that commonly used guidelines such as “assume good intentions” or “everyone’s opinion matters” flatten differences between students and obscure power imbalances attributable to many of those differences. Moreover these and other commonly used guidelines or norms work to protect privileged students by shielding them from critique, challenge, or accountability for their engagement in the course. The authors note that, despite the shortcomings they outline, guidelines are useful for guiding class discussion. They conclude the article by offering some alternative guidelines more in line with social justice education and classroom practice.
 - Tags: model, instruction

Sue, Derald Wing. 2013. “Race Talk: The Psychology of Racial Dialogues.” *The American Psychologist*, 68(8):663-72.

- A summary article sharing findings from a series of psychological studies of “race talk,” i.e. conversations having to do with race and involving participants of multiple different racial groups. Sue first describes the characteristics of race talk including: potentially threatening to participants, intensely emotional, often provoked by racial microaggressions, involving/revealing differences of power and privilege. Patterns of perception, behavior, and impacts were studied in four different identity groups: students of color, faculty of color, White students, and White faculty. He analyzes three “protocols” or norms that structure and impede race talk: the politeness protocol, the academic protocol, and the color-blind protocol; and he goes into further detail about four types of fears faced by White people when engaging in race talk. The article ends with three suggestions for facilitators of discussions about race: continuing education about race issues, modeling critical self-reflection, and validating emotions as part of discussion.
 - Tags: resistance, reflective practice, framework

Tatum, Beverly Daniel. 1994. “Teaching White Students about Racism: The Search for White Allies and the Restoration of Hope.” *Teachers College Record* 95(4): 462-476.

- Tatum uses quotations from students’ journal entries to illustrate each of the six stages of Helms’s model of white racial identity development. According to Helms, three stages (contact, disintegration, reintegration) make up the first negative phase “negative” white identity; the latter three stages (pseudo-independent, immersion/emersion, autonomy) constitute a “positive” phase. Supposing that antiracism requires white learners to reach the latter positive phase, Tatum argues

that white students may struggle to progress beyond the negative stages because their models of whiteness are limited to the “active white supremacist,” a “what whiteness?” model, and a “white guilt” model, which immobilizes white people and prevents them from taking necessary anti-racist action in their own lives. To ameliorate, Tatum argues that exposing white students to a fourth, “white ally” model can help them move from immobilizing despair about racism to hope that enables action. Equating the lack of white ally models with a lack of available information about white anti-racist activism, Tatum includes a list of resources that address this knowledge gap.

- Tags: White-centric, reflective practices, resistance, instruction, curriculum

Teel, Karen. 2014. “Getting Out of the Left Lane: The Possibility of White Antiracist Pedagogy.” *Teaching, Theology, and Religion*, 17(1): 3-26.

- Teel reports on her efforts to bring anti-racist pedagogy into her teaching as a white Catholic theologian. Aiming to fill a gap in the literature between theory and practice, she offers a reflective analysis of her practice as an effort to evaluate strategies she has used. First, Teel argues a rationale for an anti-racist theological pedagogy and describes her disciplinary context. Next, she describes five “initial strategies”: diversifying the syllabus, listening and discussion exercises, modeling critical self-reflection, presenting data and statistics, and using metaphors to render social concepts accessible; drawing on anti-racist literature, Teel evaluates these strategies according to a spectrum from a relatively depoliticized “multicultural” approach to a more radical, “visionary” pedagogy. Third, Teel steps back to “reevaluate goals” by applying some guidances from anti-racist educators Barbara Applebaum and Audrey Thompson to her practices.
 - Tags: author reflection, model, instruction, curriculum, literature review, White-centric

Villanueva, Victor. 2006. “Blind: Talking About the New Racism.” *The Writing Center Journal*, 26.1: 3-19.

- In this essay, a rhetorician combines personal narrative with textual analysis to expose the rhetoric of “colorblindness” that Eduardo Bonilla-Silva identifies with the “new racism.” Villanueva argues that the “new racism” works not through (false) “science” as in past centuries, but through everyday rhetoric, which the author analyzes using Burke’s theory of four master tropes (metaphor, synecdoche, metonymy, irony). The piece includes many examples for analysis from wide range of media and contexts: anecdotes from the author’s experience as a writing teacher and encounters with his children’s teachers; current events (Katrina, Guantanamo, 2005 London bombings); qualitative studies, poems, and other personal reflections.
 - Tags: rhetorical analysis, author reflection, framework
 - Further reading: see also Bonilla-Silva’s “The Structure of Racism in Colorblind, ‘Post-Racial’ America,” *American Behavioral Scientist* 59.11 (2015)

Wagner, Anne E. 2005. “Unsettling the Academy: Working Through the Challenges of AntiRacist Pedagogy.” *Race Ethnicity Education* 8(3): 261-275.

- This article aims to normalize challenge, conflict, and resistance as part of the process of anti-racist teaching and learning. The author argues that instructors must anticipate conflict as a normal part of the learning experience and, as a result, must help students develop skills to navigate conflict and resistance around anti-racism. Since challenge and conflict are to be expected, Wagner argues that an instructor’s content knowledge and expertise is not sufficient for effective anti-racist teaching. As a result, instructors must develop and continually refine their understanding of anti-racist teaching frameworks and strategies. The author ultimately emphasizes robust processes and understanding of anti-racism as best practice for navigating challenges rather than a singular focus on specific strategies aimed to avoid challenges.
 - Tags: white-centric, author reflection, resistance, instruction

Upcoming Annotations:

Schick, Carol. 2000. “‘By Virtue of Being White:’ Resistance in Anti-Racist Pedagogy.” *Race, Ethnicity, & Education*, 3(1): 83-101.

Smith, Laura and Susan Kashubeck-West, Gregory Payton, Eve Adams. 2017. “White Professors Teaching About Racism: Challenges and Rewards” *The Counseling Psychologist* 45(5): 651-668.

Sue, Derald Wing, et al. 2009. “How White Faculty Perceive and React to Difficult Dialogues on Race: Implications for Education and Training.” *The Counseling Psychologist*, 37(8): 1090-1115.

Sue, Derald Wing, et al. 2011. “Racial Dialogues: Challenges Faculty of Color Face in the Classroom.” *Cultural Diversity and Ethnic Minority Psychology*, 17(3): 331–340.