

**Institute for the Study of “Race” & Social Justice  
University of New Mexico (UNM)  
Working Collective Syllabi for  
RACE 505 Race & Pedagogy Interdisciplinary Approaches  
More Info: [race.unm.edu](http://race.unm.edu) (Draft Last Updated 2/20/17)**

*Discussion Questions:*

*How do you engage in critical discussions about the  
**status quo** in race and pedagogy?*

*What are your fears about discussing race, power and social-structural inequality  
in the classroom?*

*What pedagogical strategies do you employ to cultivate a learning community around  
issues of race and social justice? What activities and assignments have you found most  
promising? How do you know that you have been successful? What if any guidelines  
do you utilize for successful dialogues?*

*Conversation Goals: Cross-disciplinary Sharing of Pedagogical Approaches, Readings  
Discussion Guidelines and Questions about Race and Pedagogy*

*Deliverables: Open Access Syllabi on Race & Social Justice posted on [race.unm.edu](http://race.unm.edu)*

The Institute for the Study of “Race” & Social Justice is developing a collective open access interdisciplinary syllabi that will be posted at [race.unm.edu](http://race.unm.edu). The syllabi aims to include insights from a cross section of disciplines on issues related to race and pedagogy. Email suggested readings from your discipline, sample discussion guidelines, videos and other suggestions to Dr. Nancy López, Director & Co-Founder, Institute for the Study of “Race” & Social Justice: [race@unm.edu](mailto:race@unm.edu). All Spring 2017 working lunches/meetings take place on Wednesdays from 12-1:30 in 230 TECH Bldg, UNM Main Campus (College of Education Bldg., just east of Einstein Bagel Bldg.) on the following dates: W 1/25/17, W 2/22/17, W 3/29/17, W 4/26/17.

**Pizza provided. Everyone is welcome!**

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***RACE AND PEDAGOGY INTERDISCIPLINARY APPROACHES***

*We need your help. Currently the Institute is working toward finding ways to fund several interdisciplinary courses and programming on race and social justice. We are an all volunteer labor of love. We have no operating funds. Please consider donating to the Institute for the Study of “Race” and Social Justice via the UNM Foundation Fund: <https://www.unmfund.org/fund/institute-for-the-study-of-race-and-social-justice/>*

*Below is the list of suggested readings for our proposed Race and Social Justice Pedagogy Course. Also, please email other suggested readings, guidelines for dialogue & videos on race and pedagogy to: [race@unm.edu](mailto:race@unm.edu)*

AFRICANA

hooks, b. 2014. Teaching to Transgress. Routledge.

EDUCATION

Adams, Maurianne and Barbara J. Love.2005. “Teaching With a Social Justice

Perspective: A Model for Faculty Seminars Across Academic Disciplines.” Pp. 586-619 in Mathew L. Ouellett (ed.) *Teaching Inclusively: Resources for Course, Department & Institutional Change in Higher Education*. Stillwater, OK: New Forums Press Inc.

Alejano-Steele, AnnJanette, Maurice Hamington, Lunden MacDonald, Mark Potter, Shaun Schafer, Arlene Sgoutas, and Tara Tull. 2011 “From Difficult Dialogues to Critical Conversation: Intersectionality in Our Teaching and Professional Lives.” Pp. 62-76 in Mathew L. Ouellett (ed.) *An Integrative Analysis Approach to Diversity in the College Classroom: New Directions for Teaching and Learning*, Number 125. San Francisco, CA: Jossey-Bass Publisher.

Allen, R. L. (2004). Whiteness and critical pedagogy. *Educational philosophy and theory*, 36(2), 121-136.

Freire, P. 2000. *Pedagogy of the Oppressed*. Bloomsbury Publishing.

Leonardo, Zeus and Ronald K. Porter. 2010. "Pedagogy of fear: Toward a Fanonian theory of 'safety' in race dialogue." *Race Ethnicity and Education*, 13(2): 139-157.

Romero, A. (2014). Critically compassionate intellectualism. *Raza Studies: The public option for educational revolution*, 14.

Sleeter, C. E. (1995). *Multicultural education, critical pedagogy, and the politics of difference*. SUNY Press.

Tintiangco-Cubales, A., Kohli, R., Sacramento, J., Henning, N., Agarwal-Rangnath, R., & Sleeter, C. (2015). Toward an ethnic studies pedagogy: Implications for K-12 schools from the research. *The Urban Review*, 47(1), 104-125.

### LAW

Armstrong, Margalynne J. and Stephanie M. Wildman. 2013. “Colorblindness is the New Racism: Raising Awareness about Privilege Using Color Insight.” Pp. 63-80 in Case, A. Kim (ed.) *From Deconstructing Privilege: Teaching and Learning as Allies in the Classroom*. New York, NY: Routledge.

Lawrence, Charles III. 1995. “The Word and the River: Pedagogy as Scholarship as Struggle,” in *Critical Race Theory: The Key Writings that Formed the Movement*, Crenshaw, K. et al editors. New York: The New Press, pp. 336-356.

Montoya, M. E. (1997). Voicing Differences. *Clinical L. Rev.*, 4, 147.

### PSYCHOLOGY

Platt, Lisa F. 2013. “Blazing the Trail: Teaching the Privileged about Privilege.” Pp. 207 – 222 in

Kim A. Case (ed.) *Deconstructing Privilege: Teaching and Learning as Allies in the Classroom*.

New York, NY: Routledge.

Sue, D. W., Rivera, D. P., Watkins, N. L., Kim, R. H., Kim, S., & Williams, C. D. 2011. Racial dialogues: challenges faculty of color face in the classroom. *Cultural Diversity and Ethnic Minority Psychology*, 17(3), 331.

Sue, D. W., Rivera, D. P., Capodilupo, C. M., Lin, A. I., & Torino, G. C. 2010. Racial dialogues and White trainee fears: Implications for education and training. *Cultural Diversity and Ethnic Minority Psychology*, 16(2), 206.

Sue, D.W, Torino, G. C., Capodilupo, C. M., Rivera, D. P., & Lin, A. I. 2009. How White faculty perceive and react to difficult dialogues on race: Implications for education and training. *The Counseling Psychologist*, 37(8), 1090-1115.

Venner, K. L., & Verney, S. P. 2015. Motivational interviewing: Reduce student reluctance and increase engagement in learning multicultural concepts. *Professional Psychology: Research and Practice*, 46(2), 116.

### SOCIOLOGY

Jason, Kendra and Sarah Nell Epplen. 2016. "Interrogating Ourselves in a Racialized World: Using Personal Experience to Improve Students' Understanding of Racism." *Sociology of Race and Ethnicity*, 2(4): 584-590.

Bailey, Amy Kate. Jason Leiker, Andrew Gutierrez, Eric C. Larson, and Serena Mitchell. 2015. "Memorializing Lynch Victims: Countering Colorblind Ideologies with Experiential Learning." *Sociology of Race and Ethnicity*, 1 (3): 454-459.

Strmic-Pawl, Hephzibah. 2015. "More Than a Knapsack: The White Supremacy Flower as a New Model for Teaching Racism." *Sociology of Race and Ethnicity*, 1(1:192-197).

Valiente-Neighbours, Jimiliz. 2015. Beyond "Post-Race Paralysis": Creating Critical Dialogue on Race in the Obama Era. *Sociology of Race and Ethnicity*, 1(2): 331-335.

### WOMEN & GENDER STUDIES

Rios, Desdama and Abigail J. Stewart. 2013. "Recognizing Privilege by Reducing Invisibility: The Global Feminisms Project as a Pedagogical Tool." Pg. 115 – 131 in Kim A. Case (ed.) *Deconstructing Privilege: Teaching and Learning as Allies in the Classroom*. New York, NY: Routledge.

Weber, Lynn 1990. Fostering positive race, class, and gender dynamics in the classroom. *Women's Studies Quarterly*, 18(1/2), 126-134.

### VIDEO RESOURCES

Many of these videos are available for free on-line on YouTube.com: RACE THE POWER OF AN ILLUSION (2003) - Episode One: The Difference Between Us; Episode Two: The Story We Tell; Episode Three: The House We Live In; RECLAIMING THEIR

VOICE: THE FIGHT FOR THE NATIVE AMERICAN VOTE IN NEW MEXICO & BEYOND (2009); BAMBOOZLED (2000); UNNATURAL CAUSES: IS INEQUALITY MAKING US SICK (2008); THE HUMAN FAMILY TREE (2010); MIRRORS OF THE HEART: RACE AND IDENTITY IN BOLIVIA, DOMINICAN REPUBLIC AND HAITI (1995); THE COLOR OF FEAR (1994); THE GREAT DEBATERS (2007); RACE: ARE WE SO DIFFERENT? A PROJECT OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION (2011); ETHNIC NOTIONS (1986); DR. CAMARA JONES: THE GARDNER'S TALE: LEVELS OF RACISM (2010); DR. CAMARA JONES: ALLEGORIES ON RACE AND RACISM (2010); THE GREAT DEBATERS (2006); PEOPLE LIKE US: SOCIAL CLASS IN AMERICA (2006).

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***Keys to a Successful Dialogue from Dr. Shiv Desai, Ph.D.***

**Assistant Professor, Department of Teacher Education, Educational Leadership and Policy, Institute Advisory Board, UNM**

It is important for participants enrolled in this course to understand the following: In order to explore and engage the various topics explored through this course, it is important to collectively create a safe and supportive environment, one that is amicable yet critical (of ideas that surface in the readings as well as those that surface through discussion). Instead of defending or attacking a belief system, participants should do the following: a) stop and critically reflect on their points of disagreement; b) consider her/his own position; c) seek to understand the perspective of colleagues; d) pursue empathizing with colleagues; e) validate it as honest; f) ask questions to better understand; g) accept the differences in ideologies and stances while; h) remaining open to learning from other perspectives (even if it is not this time but maybe next).