



## Resources for Teaching Diverse Students

### General

- Adams, M. (Ed.). (1992). Promoting diversity in college classrooms. New Directions in Teaching and Learning, 52. Available at: [www.crlt.umich.edu/multiteaching/bib-promo.html](http://www.crlt.umich.edu/multiteaching/bib-promo.html). [Annotated bibliography.]
- Anti-Defamation League. (2001). Close the Book on Hate: 101 Ways to Combat Prejudice. Available at: [www.adl.org/prejudice/closethebook.pdf](http://www.adl.org/prejudice/closethebook.pdf). [Tips on promoting respect for difference in schools, communities, etc.]
- Border, L. L. B., and Chism, N. Van Note (Eds.). (1992). Teaching for diversity. New Directions in Teaching and Learning, 49. Available at: [www.crlt.umich.edu/multiteaching/bib-teach.html](http://www.crlt.umich.edu/multiteaching/bib-teach.html). [Annotated bibliography.]
- Fisch, L. (Ed.). (1992). Ethical dimensions of college and university teaching: Understanding and honoring the special relationship between teachers and students. New Directions for Teaching and Learning, 66. [Includes guidelines for talking with students about controversial subjects.]
- Smith, D. G., and Associates (Eds.). (1997) Diversity works: The emerging picture of how students benefit. Washington, DC: Association of American Colleges and Universities. [Includes an extensive annotated bibliography.]
- Timpson, W. M., et al. (Eds.). (2003). Teaching diversity: Challenges and complexities, identities and integrity. Madison, WI: Atwood Publishing. [This collection covers a wide range of issues from language usage, safety and risk in the classroom, teaching particular content areas, managing the ever-expanding canon, and the ethics of teacher self-disclosure.]
- Warren, L. (2004). Managing hot moments in the classroom. Derek Bok Center for Teaching and Learning, Harvard University. Available at: <http://bokcenter.fas.harvard.edu/docs/hotmoments.html>. [“Permission is granted to non-profit educational institutions to reproduce this document for internal use provided that the Bok Center’s authorship and copyright are acknowledged.” Available from the Project MELD Web site.]

### *Web pages*

- Center for Instructional Development and Research, University of Washington. Inclusive teaching. Available at: <http://depts.washington.edu/cidrweb/inclusive/>. [Extensive resources, including students’ comments about particular episodes they have encountered in class; faculty perspectives on problematic situations in class; and links to materials that discuss ways of dealing with difficult issues related to diversity.]
- Center for Teaching and Learning, University of North Carolina at Chapel Hill. Teaching for inclusion. Available at: <http://ctl.unc.edu/tfitoc.html>. [A wide-ranging overview of diversity issues found on college campuses, including issues related to race, gender, sexual orientation, national origin, religious belief, age, and disability status. Permission granted for use at Penn State. Available from the Project MELD Web site.]
- Diversity Web. Available at: [www.diversityweb.org/](http://www.diversityweb.org/). [Resources related to diversity practices at postsecondary institutions.]

Diversity Web: Curriculum change. Available at:  
[www.diversityweb.org/diversity\\_innovations/curriculum\\_change/index.cfm](http://www.diversityweb.org/diversity_innovations/curriculum_change/index.cfm). [Links to sample courses at numerous universities.]

## Topical

### *Free Speech and Hate Speech*

Hentoff, N. (1992). Free speech for me—but not for thee: How the American Left and Right relentlessly censor each other. New York: HarperCollins.

Masuda, M. J., et al. (1993). Words that wound: Critical race theory, assaultive speech, and the First Amendment. Boulder, CO: Westview Press.

### *Gender*

Anderson, E. S. Race, gender, and affirmative action: Resource page for teaching. Available at: <http://www-personal.umich.edu/~eandersn/biblio.htm>. [Annotated bibliography. Includes information about the University of Michigan affirmative action case.]

Association of American Colleges and Universities: Women. Available at: <http://www.aacu.org/issues/women/>. [This site has Web links to several projects and resources related to women's issues, including the National Initiative for Women in Higher Education, the Program on the Status and Education of Women, and Women and Scientific Literacy.]

Downing, N.E., & Roush, K. L. (1985). From passive acceptance to active commitment: A model of feminist identity development for women. *The Counseling Psychologist*, 13, 695-709.

Musil, C. M. (Ed.). (2001). Gender, science, and the undergraduate curriculum: Building two-way streets. Association of American Colleges and Universities. [Anthology that explores ways to bring more women into the sciences, as well as the changes that women bring to those disciplines.]

On Campus with Women. Available at: URL: <http://www.aacu.org/ocww/index.cfm>. [Newsletter published by the Association of American Colleges and Universities.]

Penn State Center for Women Students. Available at: <http://www.sa.psu.edu/cws/>.

Sandler, B., et al. (1996). The chilly classroom climate: A guide to improve the education of women. Washington, DC: National Association for Women in Education. [This landmark resource has been widely distributed in higher and primary/secondary education. Related materials are also available on the Web at <http://bernicessandler.com/>.]

### *Politics and Religion*

Berube, M. (2003). Should I Have Asked John to Cool It? Standards of Reason in the Classroom. *The Chronicle of Higher Education*, 50, 15, p. B7.

Godlas, A. Islam, Islamic studies, Arabic, and religion. Available at: [www.uga.edu/islam/](http://www.uga.edu/islam/). [The site, by a professor in the Department of Religion at the University of Georgia, is important and authoritative.]

- Guidance for UM instructors leading class discussion on the tragedy of September 11, 2001.  
Available at: [www.crlt.umich.edu/publinks/tragedydiscussion.html](http://www.crlt.umich.edu/publinks/tragedydiscussion.html). [University of Michigan guide.]
- Kessler, G. E. (Ed.). (2002). Ways of being religious with free world religions PowerWeb. McGraw-Hill Humanities/Social Sciences/Languages. [Textbook; see the introduction.]
- Neusner, J. (Ed.). (1994). World religions in America: An introduction. Presbyterian Publishing Corporation. [Textbook; see the introduction.]
- Sen, S. Religious Studies 001 course Web site. Available at: [www3.la.psu.edu/courses/worldreligions/](http://www3.la.psu.edu/courses/worldreligions/). [This site by Suchismita Sen, a lecturer in the Religious Studies Program at Penn State, contains extensive resources.]
- Using the SSRC's "After September 11" essay collection. Social Science Resource Council. Available at: [www.ssrc.org/sept11/essays/teaching\\_resource/tr\\_intro.htm](http://www.ssrc.org/sept11/essays/teaching_resource/tr_intro.htm). [Includes teaching guides.]
- Wheeler, B. M. (Ed.). (2003). Teaching Islam. American Academy of Religion Teaching Religions Series. Oxford: Oxford University Press. [This series has installments about other religious traditions as well.]

### *Race*

- Anderson, E. S. Race, gender, and affirmative action: Resource page for teaching. Available at: URL: <http://www-personal.umich.edu/~eandersn/biblio.htm>. [Annotated bibliography. Includes information about the University of Michigan affirmative action case.]
- Cross, W. E., Jr., & Vandiver, B. J. (2000). Nigrescence theory and measurement: Introducing the Cross Racial Identity Scale (CRIS). In J.G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of Multicultural Counseling* (2<sup>nd</sup> ed., pp. 371-393). Thousand Oaks, CA: SAGE.
- Hardiman, R., and Jackson, B. W. (1992). Racial identity development: Understanding racial dynamics in college classrooms and on campus. New Directions for Teaching and Learning, 52, 21-37.
- McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." *Peace and Freedom*. July/August, 1989, pp. 10 - 12.
- Ponterotto, Joseph G. and Pederson, Paul B. *Preventing Prejudice: A Guide for Counselors and Educators*. Newbury Park, California: Sage Publications, 1993.
- Sabnani, H. B., Ponterotto, J. G., & Borodovsky, L. G. (1991). White racial identity development and cross-cultural counselor training: A stage model. *The Counseling Psychologist*, 19, 76-102.

### *Sexual Orientation and Gender Identity*

- Baker, J. M. (2002). How homophobia hurts children: Nurturing diversity at home, at school, and in the community. Harrington Park Press. [Broader in scope than its title implies.]
- Berzon, B., and Frank, B. (2001). Positively gay: New approaches to gay and lesbian life (3rd ed.). Berkeley, CA: Celestial Arts. [A basic reference that covers many issues well.]
- Carter, K. A. (2000). Transgenderism and college students: Issues of gender identity and its role on our campuses (pp. 261-282). In V.A. Wall & N. J. Evans, *Toward acceptance: Sexual orientation issues on campus*. Landham, MD: University Press of America, Inc.

- Connolly, M. (2000). Issues for lesbian, gay, and bisexual students in traditional college classrooms (pp. 109-130). In V.A. Wall & N. J. Evans, *Toward acceptance: Sexual orientation issues on campus*. Landham, MD: University Press of America, Inc.
- Cramer, E. P. (2003.) Addressing homophobia and heterosexism on college campuses. Harrington Park Press. [From the publisher's description: "This book tackles a wide variety of subjects including academic freedom, diversity training, nontraditional families, and religion, each of which plays an integral part in the sense of community found on any college campus."]
- Evans, N. J., & D'Augelli, A. (1996). Lesbians, gay men, and bisexual people in college. In R. C. Savin-Williams & K. M. Cohen, *The lives of lesbians, gays, and bisexuals: Children to adults*. Harcourt Brace College Publishers: Fort Worth, TX.
- Lesbian, Gay, Bisexual, Transgender and Ally Student Resource Center, Penn State. Available at: <http://www.sa.psu.edu/lgbt>. [The resource center's Web site includes a search page for LGBT-related library holdings found both at the center and in other parts of the University Libraries system.]
- McCarn, S., & Fassinger, R. E. (1996). Revisioning sexual minority identity formation: A new model of lesbian identity and its implications for counseling and research. *The Counseling Psychologist*, 24, 508-534.
- Worthington, R. L. (2004). Sexual identity, sexual orientation, religious identity, and change: Is it possible to depolarize the debate? *The Counseling Psychologist*, 32.5, 741-749.