



Higher Education Student Affairs

Program Faculty Statement on Racial Justice

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The Higher Education Student Affairs program is committed to working for racial justice and decolonization. We recognize that this work must include components of education, reflection, action, and so much more. We further recognize that there are centuries of systemic and systematic racism built into the very foundations of our country and, specifically, our institutions of higher education. These institutions have benefited from slavery and engaged in the creation of and perpetuation of eugenics and fallacy ridden ideas of race science. Knowing this, we acknowledge that even educational programs like ours in which we attempt to center diversity, equity, and inclusion work still have foundational and systemic racial practices that we must consciously work to combat. This includes but is not limited to a commitment of the faculty to continue to understand our own privilege and the ways we benefit from and perpetuate racialized spaces; listening to the voices of those whose lived experiences shed light onto the problems and the promising practices for justice-oriented change; exploring our curriculum and coursework for opportunities to remove unconscious bias while finding chances to move toward antiracist pedagogy.

Given the educational setting in which we exist, we know that resources for learning are important. To this end, we are providing some resources to learn more about racial justice and antiracism. This is a living document that will be updated as new work is discovered or made available.

Resources for Racial Justice / Anti-Racism

General Resources

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New Press.

Biewen, J. (2017). *Seeing White. Scene on Radio (Season 2)*. Center for Documentary Studies at Duke University. <http://www.sceneonradio.org/tag/season-2/>

Bonilla-Silva (1997). Rethinking racism: Toward a structural interpretation. *American Sociological Review*, 62(3), 465-480. DOI: 10.2307/2657316

Bonilla-Silva, E. (2009). *Racism without racists: Color-Blind racism and the persistence of racial inequality in America*. Rowman & Littlefield Publishers.

Crenshaw, K. W., Harris, L. C., HoSang, D. M., & Lipsitz, G. (Eds.). (2019). *Seeing race again: Countering colorblindness across the disciplines*. University of California Press.

DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Beacon Press.

DuVernay, A. (Director). (2016). *13th* [Documentary]. Netflix.

Gutierrez y Muhs, G., Niemann, Y. F., Gonzalez, C. G., & Harris, A. P. (Eds.) (2012). *Presumed incompetent: The intersections of race and class of women in Academia*. Utah State University Press.

Haynes Davison, C. & Patton Davis, L. (2018, April 22). Lessons from Starbucks' imperfect response to systemic racism. Retrieved from <https://diverseeducation.com/article/114778/>

Hutcherson, L. L. (2016, July 15). What I said when my white friend asked for my Black opinion on white privilege. *Good Black News*. <https://goodblacknews.org/2016/07/14/editorial-what-i-said-when-my-white-friend-asked-for-my-black-opinion-on-white-privilege/>

Kendi, I. X. (2016). *Stamped from the beginning: The definitive history of racist ideas in America*. Bold Type Books.

Kendi, I. X. (2019). *How to be an antiracist*. One World.

Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press.

Morris, S. (Director). (2013). *White like me* [Documentary]. Scott Morris.

Patton, L. D. & Haynes, C. (2020). Dear White people: Reimagining whiteness in the struggle for racial equity. *Change: The Magazine of Higher Learning*, 52(2), 41-45.

Schwartz, K. (2019, December 18). *How Ibram X. Kendi's Definition of Antiracism Applies to Schools*. KQED. <https://www.kqed.org/mindshift/54999/how-ibram-x-kendis-definition-of-antiracism-applies-to-schools>

Singh, A. A. (2019). *The racial healing handbook: Practical activities to help you challenge privilege, confront systemic racism, and engage in collective healing*. New Harbinger Publications.

Higher Education Focused Resources

Aho, R. E. & Quaye, S. J. (2018). Applied critical leadership: Centering racial justice and decolonization in professional associations. *Journal of Critical Scholarship on Higher Education and Student Affairs*, (3)3, 8-19.

Cabrera, N. L. (2019). *White guys on campus: Racism, white immunity, and the myth of "post-racial" higher education*. Rutgers University Press.

Chatelain, M., Early, G., Blain, K. N., Clair, M., Bernard, E., Bradley, S. M., Martin, D. B., Mcgee, E. O., Fortner, M. D., Rooks, Noliwe, M., & Foley, N. F. (2019). Being a Black academic in America. *The Chronicle of Higher Education*, 65(31).

<https://www.chronicle.com/interactives/20190418-black-academic>

Cole, E. R. (2020). *The campus color line: College presidents and the struggle for Black freedom*. Princeton University Press.

Diep, F. (2020, June 1). How higher ed can fight racism: 'Speak up when it's hard'. *The Chronicle of Higher Education*. <https://goodblacknews.org/2016/07/14/editorial-what-i-said-when-my-white-friend-asked-for-my-black-opinion-on-white-privilege/>

Freeda, B., Ellenwood, D., & Lazzaro, A. E. (2015). In pursuit of antiracist social justice: Denaturalizing whiteness in the academic library. *Library Trends*, 64(2), 246-284. DOI: 10.1353/lib.2015.0048

Garrett, K. (2020). *The last Negroes at Harvard: The class of 1963 and the 18 young me who changed Harvard forever*. Houghton Mifflin Harcourt.

Green, A. (2016, January 21). The cost of balancing academia and racism. *The Atlantic*. <https://www.theatlantic.com/education/archive/2016/01/balancing-academia-racism/424887/>

Hamer, J. F., & Lang, C. (2015). Race, structural violence, and the neoliberal university: The challenges of inhabitation. *Critical Sociology*, 41(6), 897-912. DOI: 10.1177/0896920515594765 <http://convention.myacpa.org/houston2018/wp-content/uploads/2017/11/Hamer-and-Lang-2015.pdf>

Haynes, C., & Bazner, K. J. (2019). A message for faculty from the present-day movement for Black lives. *International Journal of Qualitative Studies in Education*, 32(9), 1146-1161.

Higher Ed Live. (February 7, 2018). *Racial justice & decolonization in practice at ACPA*. [Video]. YouTube.

https://www.youtube.com/watch?time_continue=1&v=kgQ3Wtwrm5k&feature=emb_logo

McGuire, P. (2019, July 26). How higher education can atone for its long history of racism. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/How-Higher-Education-Can-Atone/246784>

Mwangi, C. A. G., Thelamour, B., Ezeofor, I., & Carpenter, A. (2018). "Black elephant in the room": Black students contextualizing campus racial climate within US racial climate. *Journal of College Student Development*, 59(4), 457-474. DOI: 10.1353/csd.2018.0042

Patton, L. D. (2016). Disrupting postsecondary prose: Toward a critical race theory of higher education. *Urban Education*, 51(3), 315-342.

Patton, L. D., & Njoku, N. R. (2019). Theorizing Black women's experiences with institution-sanctioned violence: a# BlackLivesMatter imperative toward Black liberation on campus. *International Journal of Qualitative Studies in Education*, 32(9), 1162-1182.

Quaye, S. J., Aho, R. E., Jacob, M. B., Domingue, A. D., Guido, F. M., Lange, A. C., Squire, D., & Stewart, D-L. (2019). A bold vision forward: A framework for the strategic imperative for racial justice and decolonization. ACPA – College Student Educators International. https://www.myacpa.org/sites/default/files/SIRJD_GuidingDoc2.pdf

Starcke, M., & Porter, S. R. (2019). Do student conduct administrators discriminate against Black students?: An analysis of drug sanctions using vignettes. *The Review of Higher Education*, 42(2), 765-792. DOI: 10.1353/rhe.2019.0014

Wilder, C. S. (2013). *Ebony and ivy: Race, slavery, and the troubled history of America's universities*. Bloomsbury Press.

Williamson-Lott, J. A. (2018). *Jim Crow campus: Higher education and the struggle for a new southern social order*. Teachers College Press.

Wolf-Wendel, L. E., Twombly, S. B., Tuttle, K. N., Ward, K., & Gaston-Gayles, J. L. (2004). *Reflecting back, looking forward: Civil Rights and student affairs*. NASPA.

Activities

Discussion of the 1619 Project. The use of the following sources to guide a classroom discussion.

Shapiro, A. (2020, May 5). A project about the first enslaved Africans on American shores wins a Pulitzer Prize. All Things Considered. NPR.

<https://www.npr.org/2020/05/05/850964109/a-project-about-the-first-enslaved-africans-on-american-shores-wins-a-pulitzer-p>

Silverstein, J. (2020, March 11). An update to the 1619 project. The New York Times Magazine. <https://www.nytimes.com/2020/03/11/magazine/an-update-to-the-1619-project.html>

Mclaughlin, D. (2020, May 7). The 1619 project wins a Pulitzer Prize for Agritprop. The National Review. <https://www.nationalreview.com/2020/05/new-york-times-1619-project-wins-pulitzer-prize-for-agitprop/>

Other

Abolitionist Teaching Network has provided a Guide for Racial Justice and Abolitionist Social and Emotional Learning.

<https://abolitionistteachingnetwork.org/guide>

Another page of resources on anti-racism can be found here.

https://docs.google.com/document/d/1BRIF2_zhNe86SGgHa6-VIBO-QgirITwCTugSfKie5Fs/mobilebasic

75 Things white People can do for Racial Justice

<https://medium.com/equality-includes-you/what-white-people-can-do-for-racial-justice-f2d18b0e0234>

Instagram Accounts about youth and racial justice

<https://www.instagram.com/theconsciouskid/?igshid=15f0rywpw29v9>

<https://www.instagram.com/shiftingtheculture/?igshid=1hobi3qckt24j>

<https://www.instagram.com/officialblackwallstreet/?igshid=1lq02i8xci1je>

Racial Equity Tools has provided a Summary of Stages of Racial Identity Development

https://www.racialequitytools.org/resourcefiles/Compilation_of_Racial_Identity_Models_7_15_11.pdf