



UK President's Commission on Diversity **Resource library materials:**

Adams, Maurianne; Bell, Lee Anne; and Griffin Pat. (1997). *Teaching for Diversity and Social Justice*. New York, NY: Routledge.

“.. provides a unified framework by which students can engage and critically analyze several forms of social oppression, including racism, sexism, classism, anti-Semitism, heterosexism, and ableism.” –from the back cover

Allport, Gordon W. (1979) *The Nature of Prejudice*. Cambridge, MA: Perseus Books

“With profound insight into the complexities of the human experience, Harvard psychologist Gordon Allport organized a mass of research to produce a landmark study on the roots and nature of prejudice. First published in 1954, [this book] remains the standard work on discrimination.”
—from the back cover

American Council on Education. (1999). *Making the Case for Affirmative Action in Higher Education: What You Can Do to Safeguard Affirmative Action on Campus and in Your Community*. Washington, DC: American Council on Education

American Council on Education. (1994). *Dialogues for Diversity: Community and Ethnicity on Campus*. Phoenix, AZ: Oryx Press.

“At its core the discussion of diversity in higher education calls upon us to re-visit questions about the skills and sensitivities needed for constructive relations among people who are different, the principles that animate a just and democratic society, and the variety of knowledge that is important for scholars both to seek and to teach. The gift that diversity gives is the insistent invitation to ask hard questions about what we mean by education, how we teach, which people should be included as students and teachers, and what we are accomplishing in our colleges and universities. If we let it, diversity can renew our campuses.”—From the preface.

Anzaldúa, G.E. & Keating, A. (2002) *This bridge we call home: Radical visions for transformation*. New York, NY: Routledge. (CHECKED OUT)

“More than twenty years after the groundbreaking anthology *This Bridge Called My Back* called upon feminists to envision new forms of communities and practices, {the authors} have painstakingly assembled a new collection of over eight original writings that offers a bold new vision of women-of-color consciousness for the twenty-first century.”-from the back cover

Association of American Colleges and Universities. (1992). *American Pluralism and the College Curriculum: Higher Education in A Diverse Democracy*. Washington, DC: AAC&U

“This report... describes ways that higher education can respond to the challenge of this pivotal moment in the American drama. We urge our colleagues to engage the reflections on the American past and future offered in [this report] and draw from them a heightened sense of responsibility and possibility for our nation's brave and risky wager that dialogue across diversity can, in the end, nourish wisdom, understanding and the increase of justice.”- Carol Schnieder, Director, The American Commitments Initiative.

Balsamo, T. & Rosenbloom, S. (2004). *Souls: Beneath and beyond autism*. New York, NY: McGraw-Hill.

“Through pictures and words, this book provides us with insight into the intense emotions, love and perspectives of families and a glimpse into the true essence of their very “Souls.”—Cathy Pratt, Ph.D., Director, Indiana Resource Center for Autism.

Bell, E.L.J. & Nkomo, S.M. (2001). *Our separate ways: Black and White women and the struggle for professional identity*. Boston, MA: Harvard Business School Press. (CHECKED OUT)

“They offer an unflinching look at the racism and share painful first-hand accounts from black female professionals about the times they encountered discrimination and isolation in the workplace.”—Business Week Online

Belkhir, Jean Ait (2004). *Race, Gender and Class: Race, Gender and Class in Education [Part III]*.

“A basic standard for publication in *Race, Gender & Class* is that a paper should have practical implications, direct or indirect, for education. The goal is to be accessible to the hundreds of thousands of undergraduate students who enroll in introductory or general education classes every year across academic disciplines.”—from the preface.

Black, Edwin. (2003). *War Against the Weak: Eugenics and America’s Campaign to Create A Master Race*. New York, NY: Four Walls Eight Windows.

“Until now eugenics in the U.S. and in Germany have not been analyzed together. One assumed they had little in common. This was not so. Their joint past was bloody and their future is disquieting.”—Muller-Hill, Benno, Institute of Genetics, Cologne University, author of *Murderous Science*

Bok Derek. (2003). *Universities in the Marketplace: The Commercialization of Higher Education*. Princeton, NJ: Princeton University Press. (CHECKED OUT)

“This book is thoughtful and wide ranging analysis of commercial pressures on universities. There is no other study like it. Extremely well organized, clear, and gracefully written, *Universities in the Marketplace* will be of interest to all those concerned about higher education and its future.”—William G. Bowen, President, The Andrew W. Mellon Foundation

Bowen, William G & Bok, Derek. (1998). *The Shape of the River: Long-term Consequences of Considering Race in College and University Admissions*. Princeton, NJ: Princeton University Press.

“No study of this magnitude has been attempted before. Its findings provide a strong rationale for opposing current efforts to demolish race-sensitive policies in colleges across the country....The evidence collected flatly refutes many of the misimpressions of affirmative-action opponents.”—New York Times

Braudy, Leo. (2003). *From Chivalry to Terrorism: War and the Changing Nature of Masculinity*. New York, NY: Alfred A. Knopf.

“An amazingly original and comprehensive book dealing brilliantly with a rich array of evidence: gender biology; classical, medieval, and modern literature and art; and battles defining for their time their own myths of manhood. Leo Braudy’s insights are impressive and his reasoning acute. Especially valuable is his understanding of the psychology of warfare and its eternal contribution to the idea of what is ‘manly’. This is a wise book, certainly important now, but one that will survive for all seasons. It is a masterful achievement.”—Paul Fussell, author of *The Great War and Modern Memory*

Carson, Clayborne. (1998). *The Autobiography of Martin Luther King, Jr.* New York, NY: Warner Books.

“Dr. Carson was selected by the estate of Dr. Martin Luther King, Jr., to edit and publish Dr. King’s papers. Drawing upon an unprecedented archive of King’s own words- including unpublished letters and diaries, as well as video footage and recordings, [he] creates an unforgettable self-portrait of Dr. King.”—from the back cover

Carcia, Mildred. (2000). *Assessing Campus Diversity Initiatives: A Guide for Campus Practitioners*. Washington, D. C.: Association of American Colleges & Universities.

“This monograph is the third in a series of three publications that are part of AACEU’s project, “Understanding the Difference Diversity Makes: Assessing Campus Diversity Initiatives.”—from the cover.

Cherry, Conrad, DeBerg Betty A., and Porterfield Amanda. (2001). *Religion on Campus*. Chapel Hill, NC: University of North Carolina Press.

“Religion on Campus is an important book for two reasons: it challenges simple views about the secularization of higher education, and proves once again that careful ethnographic observation reveals a ‘lived religious presence’ armchair theorists often miss. The book deserves a wide readership.”—Wade Clark Roof

Chesler, Mark; Lewis, Amanda & Crowfoot, James. (2005). *Challenging Racism in Higher Education: Promoting Justice*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

“Challenging Racism in higher Education is a tremendously important work that provides new and compelling evidence of institutional racism within higher education, as well as a valuable overview and detailed recommendations for systemic evaluation and transformation. This excellent and timely book will appeal to faculty and students in higher education and sociology programs; to administrators and other higher education officers; and to students of racism and oppression.”—Maurianne Adams, University of Massachusetts, Amherst

Conway, J.K. (2001). *A woman’s education: The road from Coorain leads to Smith college*. New York, NY: Random House. (CHECKED OUT)

“...an account of her {author} decade as the first woman president of Smith College—a time when she was faced with the challenge of reinventing women’s education and with the demands of her own life...” —from the back cover

Cox, Taylor Jr. (2001). *Creating the Multicultural Organization: A Strategy for Capturing the Power of Diversity*. San Francisco, CA: John Wiley & Sons, Inc.

“With detailed examples, an in-depth case study, discussion questions in each chapter, and much more, *Creating the Multicultural Organization* shows you how to: Understand why many past efforts to manage diversity have failed; implement strong leadership of diversity change efforts; leverage research and develop measurement plans; create effective ongoing education; align management practices and policies with the goals of multiculturalism; follow through to ensure sustainable results.”—from the back cover

Crowley, B.L. (1994). *The road to equity: Gender, ethnicity, and language, impolitic essays*. Toronto, Canada: Stoddart Publishing Co. (CHECKED OUT)

“In this the last decade of the twentieth century, Canadians have come to expect social and economic equality for all. We believe society should right the historical wrongs done to Native Canadians, women, racial minorities, the Quebecois, and the disabled—without delay. But should we really go this far in pursuit of egalitarianism?” —Book Excerpt

Daniels, D.M. & Sandy, C. (2000). *Souls of my sisters: Black women break their silence, tell their stories, and heal their spirits*. New York, NY: Kensington Publishing Corporation. (CHECKED OUT)

“In these pages, black women from all walks of life candidly reveal how they overcame challenges just like the ones you’re facing now. From Patti LaBelle, Terrie Williams, and Rosalyn McMillan to single moms and spiritual leaders, these diverse females have bonded together in print, for the first time, to discuss the issues that have touched their lives.” —Book Excerpt

Dei, George J. Sefa; Karumanchery, Leene Luke; Karumanchery-Luik, Nisha. (2004). *Playing the Race Card: Exposing White Power and Privilege*. New York, NY: Peter Lang Publishing.

“..examines today’s anti-racism project to discern how it might benefit from integrating strategies that work toward the development of critical consciousness as its main goal. So that the privileged and the oppressed alike may reflectively examine their own subject positions, this book identifies and addresses the need to develop a working model for anti-racism strategies.”

Dilley, Patrick. (2002). *Queer Man on Campus: A History of Non-Heterosexual College Men, 1945-2000*. New York, NY: Routledge

“..convincingly illustrates the ways in which societal norms and historical conditions influence how non-heterosexual men see themselves, and how these men in turn attempt to shape society. Dilly writes that ‘identity is messy.’ His work, however, brings new clarity to our understanding of its complex nature.”—Nancy J. Evans

Doane, A.W. & Bonilla-Silva, E. (2003). *White out: The continuing significance of racism*. New York: New York, NY: Routledge.

“Moving beyond static conceptualizations of whiteness, White Out redirects the focus of whiteness studies and produces an empirical understanding of white identity and the practices it produces.”—David T. Wellman, author of *Portraits of White Racism*

Dyson, Michael Eric. (2006). *Come Hell or High Water: Hurricane Katrina and the Color of Disaster*. New York, NY: A Member of the Perseus Books Group.

“A compelling analysis of the racial, economic and political disasters that harmed the black poor in the Delta long before Hurricane Katrina struck. Dyson’s illuminating narrative of how the government failed the poor is matched by his equally brilliant story of how color, class and religion shaped our response to Katrina. After the storm, the country pledged never to forget the lessons of Katrina, and yet we have already moved on. *Come Hell or Higher Water* is a searing and eloquent reminder of just what is at stake if we fail to wrestle with the role of poverty and race in our nations’ life. **This is social history, cultural criticism, and political critique at their elegant and rigorous best.**”—Marc Morial. Former mayor of New Orleans and president/CEO of the National Urban League

Dyson, Michael Eric. (2006). *Pride: the Seven Deadly Sins*. New York, NY: Oxford University Press, Inc.

“Pride isn’t what it used to be, and by the time Michael Eric Dyson gets through with the subject, many of the philosophers who have opined on the subject will realize they have less to be proud of than they thought. The ‘deadly sin’ turns out to have its virtues, and Dyson is eloquent in rooting them in his own vividly-recounted experience.”—James J. O’Donnell, provost, Georgetown University, and author of *Augustine: A New Biography*

Evans, Nancy J. and Wall Vernon A. (1991). *Beyond Tolerance: Gays, Lesbians, Bisexuals on Campus*. New York, NY: American College Personnel Association.

“Eighteen scholars/practitioners examine the controversies surrounding identity development, homophobia, career planning, gay and lesbian student organizations and many other concerns unique to this population.”—from the back cover

Feagin, Joe R. (2002). *The Continuing Significance of Racism: U.S Colleges and Universities*. Washington, DC: American Council on Education

“This publication signals the initiation of a series of occasional papers that will disseminate research and information regarding issues of race and culture in higher education.”—from the foreword

Feagin, Joe and O'Brien, Eileen. (2003). *White Men on Race: Power, Privilege, and the Shaping of Cultural Consciousness*. Boston, MA: Beacon Press.

"...illustrates the way privileged white men think about others, it is a major contribution to our understanding of racial privilege and its denial in our society."—Hernan Vera, author of *Screen Savors: Hollywood Fictions of Whiteness*

Fels, Anna. (2004). *Necessary Dreams: Ambition in Women's Changing Lives*. New York, NY: Pantheon Books.

"Necessary Dreams is fresh and original and has the qualities of a novel. As I read it, I recognized myself and many other women in its pages. This book is not only important but true."—Jamaica Kincaid, author of *My Brother and Mr. Potter*

Forsyth, A. & Furlong, A. (2003). *Losing out? Socioeconomic disadvantage and experience in further and higher education*. Bristol, UK: Policy Press.

"...By tracking a group of qualified but socioeconomically disadvantaged young people, this study identifies the factors that impact on their HE careers. It examines factors that govern levels of success as well as those that impede the progress of academically able but disadvantaged young people." —Book Excerpt

Fowlkes, Diane L. (1992). *White Political Women: Paths from Privilege to Empowerment*. The Knoxville, TN: University of Tennessee Press. (CHECKED OUT)

"Fowlkes's study of white political women represents an important contribution to the growing feminist efforts to give attention to differences among women and to focus on racial issues in such a way as to problematize whiteness. Her theoretically informed and engaged study develops the concept of complex domination to explore how a variety of white political women have come to understand social locations characterized by both privilege and discrimination."—Nancy C.M. Hartsock, University of Washington

Garcia Mildred, Hudgins Cynthia A., Musil Caryn McTighe, Nettles Michael T., Sedlacek William E., Smith Daryl G. (2001). *Assessing Campus Diversity Initiatives: A Guide for Campus Practitioners*. Washington, DC: Association of American Colleges & Universities.

Gilliat-Ray, Sophie. (2000). *Religion in Higher Education: The Politics of the Multi-Faith Campus*. Ashgate Publishing Ltd.

"...aims to bring high quality research monograph publishing back into focus for authors, the international library market, and student, academic and research readers. Headed by an international editorial advisory board of acclaimed scholars spanning the breadth of religious studies, this new, open-ended monograph series presents cutting edge, international research from established as well as exciting new authors in the field."—from the back cover

Goodlad, John I.; Mantle –Bromley, Corinne; Goodlad, Stephen John. (2004). *Education for Everyone: Agenda for Education in Democracy*. Jossey-Bass

"... tells the story of several decades of work on educational renewal. In contrast to 'reform' movements that assume a universal problem without diagnosing it, 'renewal' reminds us to think again about the aims of education and how we might do better. This is a powerful message."—Nel Noddings, author of *Happiness and Education*

Goodman, Allan E. *Diversity in Governance: A Status Report*. (1996). Washington, DC: American Council on Education.

Goodman, Diane J. (2001). *Promoting Diversity and Social Justice: Educating People from Privileged Groups*. Thousand Oaks, CA: Sage Publications, Inc.

“For his 25 years of experience as a multicultural educator, he looks deeply into the mirror of his won racial identity to discover what it means to be a culturally competent White teacher in racially diverse schools.”—Book Excerpt

Hurst, Alan. (1993). *Steps Towards Graduation: Access to higher education for people with disabilities*. Hants, England: Avebury Press.

“Examines the ways in which physical access to buildings constitutes a barrier to participating in higher education for some people and the various procedures that need to be set in train by both individuals and institutions in order to reach graduation. “Ramped entrances and lifts in all buildings are not the complete solution.” —Book Excerpt

Hunter, Margaret L. (2005). *Race, Gender and the Politics of Skin Tone*. New York, NY: Taylor & Francis Group, LLC.

“This book is a groundbreaking scholarly exploration of the hierarchies created by the intersection of colorism, racism, and sexism among women of African and Mexican descent. Using multiple methods, and set in historical context, Hunter provides a cogent analysis of how valuing whiteness over brown and black skin tone impinges upon status attainment, mate selection, self and other definitions of beauty, and ethnic authenticity. It is a must read for students of race, gender, and class for it reminds us that the U.S., and increasingly the world, is ‘colorstruck.’” —Verna M. Keith, Associate Professor of Sociology, Arizona State University

Hurst, Alan (1998). *Higher Education and Disabilities: International Approaches*. Hants, England: Ashgate Publishing.

Examines and compares policy development and provisions for students with disabilities in postsecondary education in multiple countries.

Hurtado, A. (1996). *The Color of Privilege, three Blasphemies on Race and Feminism*. Ann Arbor, MI: The University of Michigan Press. (CHECKED OUT)

“Arguing against the normative feminist model based on white women’s experience, Aída Hurtado advances a theory of relational privilege to explain that the different responses to feminism are not so much the result of personality or cultural differences between white women and women of color, but of their differing relationship to white men.”

Jenkins, Phillip. (2003). *The New Anti-Catholicism: The Last Acceptable Prejudice*. New York, NY: Oxford University Press.

“A long overdue dissection of the most protean prejudice in American history. The New Anti-Catholicism should challenge the complacent who imagine anti-Catholic bias to be confined to the nation’s fever swamps. It should also (although it probably won’t) cause a serious examination of conscience on the political left; where anti-Catholic canards are now epidemic. Emphatically not a book for Catholics only. The New Anti-Catholicism should be required reading in every newsroom in the country.”—George Weigel

Jerome, Fred & Taylor, Rodger. (2005). *Einstein on Race and Racism*. New Brunswick, New Jersey, NJ: Rutgers University Press.

“This book tells the story of how Einstein reacted to the racism he saw around him, and to the fight against it by Princeton’s long-established black community. It is a fascinating story and, unfortunately for our country, it is not just history but contribution to contemporary struggles against American racism, at home and abroad.” —John Stachel, director of the Center for Einstein Studies, Boston University, and founding editor of *The Collected Papers of Albert Einstein*

Johnson, Allen G. (1997). *Privilege, Power, and Difference*. New York, NY: McGraw Hill. (CHECKED OUT)

“..Allan Johnson teaches us how to think critically about inequality and oppression without getting mired in guilt or despair. He gently but firmly removes the blinders that keep us from seeing our own privileges and how those privileges harm others. Then he shows us how to walk the talk and turn our beliefs in justice and equality into practice. This is a book that will change lives.”—Michael Schwalbe, North Carolina State University

Jones, C. & Shorter-Gooden, K. (2003). *Shifting, based on the African American women's voices project: The double lives of Black women in America*. New York, NY: HaperCollins Publishers Inc. (CHECKED OUT)

“The authors use extensive research to support the searing voices of women who have been there, done that. Time and time again as I read Shifing, I saw the faces of the Black women-mothers, sisters, girlfriends, strangers—I have know. I wanted to rip out chapters and send them to nearly everyone I know.”—Gwen Ifill, Washington Week.

Jones, G.C. (1985). *Growing Up Hard In Harlan County*. Lexington, KY: University Press of Kentucky. “...celebrates the horses and mules, the bounty of the hillside farms and woods, and the rough ingenuity, honor, and sweetness of mountain people.”—New York Times

Jones, Lee. (2002). *Making It on Broken Promises: African American Male Scholars Confront the Culture of Higher Education*. Sterling, VA: Stylus.

“This book provides an occasion to examine the complex conjuncture between the White supremacist realities of the American Academy and the often threatening presence of brilliant Black men in the Academy. This challenging book should also serve as an inspiration for a new generation of Black men deeply devoted to the life of the mind in or outside the Academy .”—
From the Foreword by Cornel West

Jones, Lee. (2001). *Retaining African Americans in Higher Education: Challenging Paradigms for Retaining Students, Faculty and Administrators*. Sterling, VA: Stylus Publishing, LLC.

“This refreshingly clear and focused book presents a diverse and comprehensive Afrocentric discussion of issues related to the access and retention of African-American faculty, administrators, and students in higher education. This invaluable resource should be required reading for educators and others who are interested in better understanding the many challenges that African-Americans face in higher education.”—M. Rick Turner, University of Virginia

Jones, Reinette F. (2002). *Library Service to African Americans in Kentucky, from the Reconstruction Era to the 1960s*. Jefferson, NC: McFarland & Company, Inc., Publishers.

“...This work moves from the provision by Berea College of the first library services to a fully integrated student body in 1866, through the integration of the state's only accredited library science program at the University Of Kentucky in 1949, to the civil rights initiatives of the 1960s.”—from back cover

Kahlenberg, R.D. (2004). *America's untapped resource: Low-Income students in higher education*. New York, NY: Century Foundation Press.

“..In the U.S., at least, a single characteristic—access to and success in higher education—turns out to have enormous implications for one's economic prospects in life. The good news is that a larger percentage of our young attend institutions of higher education than do those in almost all other countries. But the overall numbers may obscure a more troubling truth: the share of high school graduates going on to college varies dramatically according to family income...”--
Foreword

Kazanjian, Victor H. and Laurence, Peter L. (2002). *Education as Transformation: Religious Pluralism, Spirituality, & a New Vision for Higher Education in America*. New York, NY: Peter Lang Publishing.

“This valuable collection draws fresh and useful insights on the current state of American university culture from the worlds of religion and spirituality. The voices encountered here, both new and established, will surprise the academy with their humanity and utility. The reflections about campus community building and the promise and challenge of values, spirituality, and religious diversity, are new, useful, and long overdue.”—E. Gordon Gee, Chancellor of Vanderbilt University

Kidd, S.M. (1996). *The dance of the dissident daughter: A woman's journey from Christian tradition to the sacred feminine*. New York, NY: HarperCollins Publishers Inc. (CHECKED OUT)

“...Sue Monk Kidd was a “conventionally religious, churchgoing woman, a traditional wife and mother” with a thriving career as a Christian writer until she began to question role as a woman in her culture, her family, and her church. From a jarring encounter with sexism in a suburban drugstore to monastery retreats and rituals in the caves of Crete, Kidd takes readers through the fear, anger, healing, and transformation of their awakening...”—Book Excerpt

Kincheloe Joe L., Steinberg Ashirley R., Rodrigue Nelson M., and Chennault Ronald E. (1998). *White Reign: Deploying Whiteness in America*. New York, NY: St. Martin's Griffin

“White Reign is a book to be reckoned with on two levels. Gathering a dozen and a half of the most recent studies of whiteness, the volume consistently provides unexpected insights. The collection also represents, especially in the essays which frame it, a sustained argument for the idea that white identity can only be reformed and not dismantled. Those of us who take the opposing abolitionist view will appreciate the candor and clarity with which the case for preserving and reworking whiteness is made.”—David Roediger, University of Minnesota

Knowles, Marjorie Fine and Harleston Bernard W. (1997). *Achieving Diversity in the Professoreiate: Challenges and Opportunities*. Washington, DC: American Council on Education. (CHECKED OUT)

Kunjufu, J. (1995). *Countering the conspiracy to destroy black boys series*. Chicago, Ill: African American Images.

“The author makes it unmistakably clear that something can be done to correct the dehumanization of African American children. He understands, and quite correctly, that all too often the African American community accepts its problems as being insurmountable. ...He offers many examples of what can be done to ensure that African American boys grow up to be strong, committed and responsible African American men...”—Useni Eugene Perkins.

Kunjufu, J. (1988). *To be popular or smart: The black peer group*. Chicago, Ill: African American Images.

“If being smart is acting White, what does Blackness mean? How can parents, teachers, and community leaders deprogram African American students from the myth of intellectual inferiority?”—Book Excerpt

Kunjufu, J. (1982). *Countering the conspiracy to destroy black boys*. Chicago, Ill: African American Images.

“The book clearly shows that African American parents, teachers, administrators, business people-in fact, all members of the community-are part of the conspiracy, and as such, have a role and a responsibility in countering the conditions that are destroying our youth, our future.”—Sanyika Anwisyse, Co-founder & Director, Frederick Douglass Institute St. Louis.

Kunjufu, J. (1990). *Countering the conspiracy to destroy black boys: Vol III*. Chicago, Ill: African American Images.

“In Volume III, I will dissect the developmental process of African American males by age. The age grouping will be infancy through nine, nine through thirteen, thirteen through eighteen, and eighteen through twenty-five.”—Preface Excerpt

Kunjufu, J. (1995). *Countering the conspiracy to destroy black boys: Vol IV*. Chicago, Ill: African American Images.

“How can we reduce the number of African American males in special education? Why do African American female college students graduate in greater numbers than their male counterparts? Does America have a need for Black male labor? What prevents us from implementing solutions?”—Book Excerpt

Kunjufu, J. (1989). *Critical Issues in educating African American youth*. Chicago, Ill: African American Images.

“This book, then is a collection of the most challenging questions that I’ve received since 1974 on issues related to the education of Black youth. The questions are categorized as they relate to: teachers and pedagogy, curriculum, learning styles, special education, Black boys, self-esteem, motivation, educational administration, parenting and community involvement.”—Book Excerpt

Law, Lan; Phillips, Deborah & Turney, Laura. (2004). *Institutional Racism in Higher Education*. Sterling, VA: Trentham Books Limited.

“This book reports on leading edge research on racism in higher education—a matter that has received far less attention than racism in schools. The result of a HEFCE funded project led by the editors, the book examines the evidence of institutional racism in HE and prepares for the web-based guide to assist institutional change.”—from back cover

Lipsitz, George. (1998). *The Possessive Investment in Whiteness*. Philadelphia, PA: Temple University Press.

“This book argues that both public policy and private prejudice have created a ‘possessive investment in whiteness’ that is responsible for the racialized hierarchies of our society.”

Loden, Marilyn. (1996). *Implementing Diversity*. Boston, MA: McGraw-Hill.

“In this era of ever-expanding world markets and opportunities, Marilyn Loden has produced yet another sensible and far-sighted guide for making the American workplace exciting, fulfilling and productive for all workers. *Implementing Diversity* outlines specific strategies for encouraging commitment and excellence from the whole human family with all its many differences in ethnicity, religion, and sexual orientation.”—Diane Feinstein, United States Senator.

Long, Lisa A. (2005). *White Scholars/ African American Texts*. New Brunswick, NJ: Rutgers University Press.

“Funny, painful, and disturbing by turns, this absolutely necessary volume powerfully engages readers in passionate debates about the place of the non-American teacher of African American literature.”—Maureen Reddy, coeditor of *Race in the College Classroom: Pedagogy and Politics*

Longmore, P.K. & Umansky, L. (2001). *The new disability history: American perspectives*. New York, NY: New York University Press.

“Opening up disability’s hidden history, *The New Disability History* couples empirical evidence with the interdisciplinary tools and insights of disability studies while exploring the complex meanings of disability in American history.”—Book Excerpt

Lopez, I.F.H. (1996). *White by law: The legal construction of race*. New York, NY: New York University Press.

“A fascinating, useful book. It should be required reading for anyone interested in the current immigration debate, but it is also an important, original contribution to critical race theory.”—Duncan Kennedy, Harvard Law School.

Lorde, A. (1984). *Sister outsider: Essays & speeches by Audre Lorde*. Berkeley, CA: Crossing Press. (CHECKED OUT)

“Lorde is a convincing, powerful writer...Her prose speaks directly to the heart of such issues as racism, self-acceptance, motherhood and womanhood: *Sister Outsider* is an eye-opener.” – Publishers Weekly.

Mabokela, Reitumetse Obakeng, and Green Anna L. (2001). *Sisters of the Academy: Emergent Black Women Scholars in Higher Education*. (CHECKED OUT)

“Sisters of the Academy is both a response to these inquiries and a reflection of a particular experience within the academy as seen through the eyes of African American scholars.”—from the preface of *Sisters of the Academy*, Lee Jones.

Maher, F.A., & Tetreault, M.K. (2001). *The feminist classroom: Dynamics of gender, race and privilege*. Lanham, MD: Rowman & Littlefield Publishers (CHECKED OUT)

“...{This book provides} a vivid sense not only of how questions about race and gender intersect for college undergraduates, but also how the teachers actually present their classes, how the students react to what they read, where they grow angry, why they are led so often to disguise their own beliefs.”—Book Excerpt.

Mayberry, Katherine J. (1996). *Teaching What You're Not: Identity Politics in Higher Education*. New York, NY: New York University Press. (CHECKED OUT)

“The essays in this anthology are written from a wide variety of identity interfaces” and examines multicultural pedagogies in relationship to class rosters and professorial identities, and clarifies the “texts and contexts of teaching what you’re not.”

McNaron, Toni A. (1997). *Poisoned Ivy: Lesbian and Gay Academics Confronting Homophobia*. Philadelphia, PA: Temple University Press.

“The author uses a mixture of personal experience and research to “give energy and encouragement to those determined to enlarge the academy’s parameters of acceptability, or perhaps even to redraw the map of the territory.”

Means, R. (1995). *Where white men fear to tread: The autobiography of Russell means with Marvin J. Wolf*. New York, NY: St. Martin’s Griffin.

“Russell Means is, without doubt, the most controversial Indian leader of our time. *Where White Men Fear to Tread* tells the first-hand story of his life so far, in which he has done everything possible to dramatize the Indian desire for self-determination...”—Book Excerpt

Miller Frederick A. & Katz Judith H. (2002). *The Inclusion Breakthrough: Unleashing the real power of diversity*. San Francisco, CA: The Kaleel Jamison Consulting Group, Inc.

“For individuals interested in implementing a comprehensive, sustainable ‘inclusion’ approach to work force diversity, *The Inclusion Breakthrough: Unleashing the real power of diversity* should prove valuable. It addresses two concerns that challenge most diversity thrusts: comprehensiveness and sustainability.” –R. Roosevelt Thomas, Jr., CEO, R. Thomas Consulting and Training.

Miller, Vachel W., Ryan, Merle M. (2001). *Transforming Campus Life: Reflections on Spirituality & Religious Pluralism*. New York, NY: Peter Lang Publishing.

“This book invites everyone concerned with the quality and meaning of campus life to engage in new conversations about the spiritual and religious dimensions of diversity, leadership, student development, and learning.”—from the back cover

Mills, C.W. (1997). *The racial contract*. New York, NY: Cornell University Press.

“...Mills examines the Racial Contract and the exploitation at the center of its economics, traces how this contract ‘races (and norms)’ space and the individual and demands violence and

ideological conditioning for its enforcement, and examines behaviors of whites and nonwhites over several centuries in terms of this contract...”—Booklist

Moody, J. (2004). *Faculty Diversity: Problems & solutions*. New York, NY: Routledge. (CHECKED OUT)

“...JoAnn Moody illustrates the barriers that women and especially minorities find blocking their entry and advancement in the professoriate. *Faculty Diversity* offers a number of good practices for majority campuses, departments, and individual faculty to follow that will improve their evaluation, recruitment, retention, and mentorship of women and minorities.”—Book Excerpt

Musil, Caryn McTighe. (1995). *Diversity in Higher Education: A Work in Progress*. New York, NY: Association of American Colleges and Universities. (CHECKED OUT)

“Commissioned by the Ford Foundation, the report represents the work of four evaluators whose mandate was to assess the institutional impact of the first round of grants awarded under the Foundation’s Campus Diversity Initiative to nineteen residential colleges and universities.”—from the foreword

Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education*. Boston, MA: Pearson.

“Expanding upon the popular case-study approach, the fourth edition examines the lives of 18 real students who are affected by multicultural education, or a lack thereof.”—Book Excerpt.

Ortiz, Anna M. (2004). *New Directions for Student Services: Addressing the Unique Needs of Latino American Students*. San Francisco, CA: Jossey-Bass.

“...the experiences of Latinos in higher education and seeks to shape a picture of their participation that is representative of the diversity of the group and of the higher education institutions they inhabit. This book provides information that will be useful to student affairs professionals who serve Latinos on a regular basis. The insights here have implications for admissions, student activities and Greek affairs, career development, ethnic student services, and academic advising programs and offices.”—from the editor

Padilla Raymond V. and Montiel, Miguel. (1998). *Debatable Diversity: Critical Dialogues on Change in American Universities*. Lanham, MD: Roman & Littlefield Publishers.

This book examines the question: “Have contemporary colleges and universities...turned into academic factories for the production of technical knowledge on an industrial scale? Has there been a collapse of epistemological space in our universities?...This book encompasses an ethnic, and particularly a Chicano, angle of vision, but the problems, issues, contradictions, dilemmas, and possibilities in this book implicate everyone.”

Parks, Rosa and Haskins, Jim. (1992). *Rosa Parks: My Story*. New York, NY: Puffin Books.

“This book provides...a framework that will enable it’s audience to put this historic moment into a broader context, and to appreciate the monumental effect on one woman and on an entire nation”—Publishers Weekly, starred review

Prashad, Vijay. (2001). *Everybody was Kung Fu Fighting: Afro-Asian Connections and the Myth of Cultural Purity*. Boston, MA: Beacon Press.

“in this brilliant exploration of the often surprising historical solidarities linking black and South Asian experiences, Prashad demolishes the conservative conceits of ethnic essentialism and so-called multiculturalism. In the usual dead zone of debate about identity politics, this little book is a refreshing oasis of original insight and unexpected affinity.”—Mike Davis, author of *City of Quartz and Magical Urbanism*

Prashad, Vijay. (2000). *The Karma of Brown Folk*. Minneapolis, MN: University of Minnesota Press.

“Vijay Prashad ponders the rise of Asian America—and calls for ‘model minority suicide’—in this smart, biting rumination on color lines in multiracial America. Along the way, he produces a complex picture of emergent South Asian communities. Indeed, *The Karma of Brown Folk* is both a fascinating genealogy of America’s idea of India and a love/hate letter to Prashad’s fellow desis, or South Asian immigrants...”—*The Village Voice*, Favorite Books of 2000

Rasmussen, Birgit Brander, Klinenberg, Eric, Nexica, Irene J. & Wray Matt. (2001). *The Making and Unmaking of Whiteness*. Raleigh, NC: Duke University Press. (CHECKED OUT)

“This is brave work; it proceeds without guarantees of its own outcome, without knowing what questions it might settle.”—Wahneema Lubiano, Duke University

Rothenberg, Paula S. (1999). *White Privilege: essential readings on the other side of racism*. New York, NY: Worth Publishers.

“This book brings together key essays and articles that seek to make whiteness visible, to analyze the nature of white privilege, and to offer suggestions for using that privilege in order to combat racism.”

Saunders, Harold. (1999). *A Public Peace Process*. New York, NY: Palgrave.

“The course of a continuous dialogue presented in this book offers citizens useful tools in reaching racial harmony. I highly recommend it as a method to build better understanding among all races.”—Former Senator Bill Bradley

Schein, E.H. (1992). *Organizational culture and leadership*. San Francisco, CA: Jossey-Bass. (CHECKED OUT)

“Transforms the abstract concept of culture into a tool that managers & students can use to better shape the dynamics of organization & change. Focusing on the complex business realities of the 1990s, Schein draws on a wide range of contemporary research to redefine culture and demonstrate the crucial role leaders play in successfully applying the principles of culture to achieve their organizations’ goals.”—Book excerpt.

Shapiro, T.M. (2004). *The hidden cost of being African American: How wealth perpetuates inequality*. New York, NY: Oxford University Press.

“This important book takes the critical next step in wealth research: Through intimate portraits of American families it shows how wealth matters. Shapiro convincingly demonstrates how parents use household wealth to foster advantage for their children—and how African Americans are a distinct disadvantage in this game by virtue of a relative lack of family assets...”—*Dalton Conley*

Sidel, Ruth. (1994). *Battling Bias: The Struggle for Identity and Community on College Campuses*. New York, NY: Penguin Books

“Students from both public and private schools across the country speak out on how they cope with the reality behind the ideology. Leading sociologist Ruth Sidel then explores campus issues in the context of the larger, increasingly diverse society, and patterns of immigration.”

Smiley, Tavis. (2004). *The Unfinished Business of Brown v. Board of Education*. Hoboken, NJ: John Wiley & Sons, Inc.

“Brown v. Board became important for every citizen, not just African Americans. It shows that the founding documents of our country provided us with sovereign rights that cannot be restricted by state and local governments. That decision impacted the lives of women, persons with disabilities, blacks, whites, Hispanics, Asians, and everyone living in this country.”—Cheryl Brown Henderson

Smith, Daryl G. (1996). *Achieving Faculty Diversity: Debunking the Myths*. New York, NY: American Association of Colleges and Universities

Smith, Daryl G. & Associates (1997). *Diversity Works: the Emerging Picture of How Students Benefit*. Washington, D. C.: Association of American Colleges and Universities.

Smith, Daryl G. & Wolf-wendel, Lisa E. (2005). *The Challenge of Diversity: Involvement or Alienation in the Academy?* United States: Wiley Periodicals, Inc.

“In 1989 when *The Challenge of diversity* was first published, the monograph made the case that the country’s changing demographics required reframing diversity to focus on institutions’ capacity to educate and involve an increasingly diverse student population. Looking at current research, the book pointed to patterns of alienation, not involvement...”—from back of the book

Swain, J., French, S. & Cameron, C. (2003). *Controversial issues in a disabling society*. Buckingham, UK: Open University Press. (CHECKED OUT)

“Controversial Issues in a Disabling Society has been written specifically to raise questions and stimulate debate. It has been designed for use with students in group discussion, and to support in-depth study on a variety of professional courses.”—Book Excerpt

Tierney, William G. (1997). *Academic Outlaws: Queer Theory and Cultural Studies in the Academy*. Thousand Oaks, CA: Sage Publications.

“William G. Tierney’s ability to translate theory into strategies for change eliminates the common excuses that scholars do not provide blueprints for transformation. The book is communicated with passion, commitment, and love.”—Mildred Garcia, Associate Vice Provost, Arizona State University—West

Thiederman, Sondra. (2003). *Making Diversity Work: 7 Steps for Defeating Bias in the Workplace*. Chicago, IL: Dearborn Trade Publishing.

“...an excellent field guide for leveraging the power of diversity in any business. This book should be required reading for any organization committed to turning diversity into a competitive advantage.”—Jo Jerman, Vice President, Southeast Business Group, Merck & Company, Inc.

Turner, Caroline Sotello Viernes. (2002). *Diversifying the Faculty: A Guide Book for Search Committees*. New York, NY: American Association of Colleges and Universities. (CHECKED OUT)

Walker, Frank X. (2004). *Buffalo Dance: The Journey of York*. Lexington, KY: University Press of Kentucky.

“The man who made the voyage, the man with all the hopes and dreams of freedom has a voice, raises a song to his freedom, understands that his life was not his best self, only the best that he could do. Let us all raise a praise song to Frank X Walker, for giving voice to York. What a magnificent achievement.”—Nikki Giovanni

Wermiel, Stephen J. and associates (2003). *American University Law Review*. Washington, D.C. : American University Press.

Williams, Patricia J. (2004). *Open House: of Family, Friends, Food, Piano Lessons, and the Search for a Room of My Own*. New York, NY: Farrar, Straus and Giroux.

“Patricia Williams writes about timely subjects in a timeless way, in a voice that is both personal and objective. She is the rare writer who can be trusted with both our minds and our hearts.”—Gloria Steinem

Wise, Tim. (2005). *White Like Me: Reflections on Race from A Privileged Son*. Brooklyn, NY: Soft Skull Press.

“Tim Wise is one of the most brilliant, articulate and courageous critics of white privilege in the nation. His considerable rhetorical skills, his fluid literary gifts and his relentless search for the

truth make him a critical ally in the fight against racism and a true soldier in the war for social justice. His writing and thinking constitute a bulwark of common sense, and uncommon wisdom, on the subject of race, politics and culture. He is a national treasure.”—Michael Eric Dyson, author of *Mercy, Mercy Me and Holler If You Hear Me*

Woodson, C.G. (2000). *The Mis-Education of the Negro*. Chicago, Ill: African American Images.
“When you control a man’s thinking you do not have to worry about his actions. You do not have to tell him to stand here or go yonder. He will find his “proper place” and will stay in it. You don’t need to send him to the back door. He will go without being told. In fact, if there is no back door, he will cut one for his special benefit. His education makes it necessary.”—Quote from Dr. Woodson