Antiracist Pedagogy Reading List

Compiled by Andrea Aebersold, Ph.D - University of California, Irvine

*This is a working document with the goal of better understanding antiracist pedagogy in higher education. Sources will continue to be added. Email andrea.aebersold@uci.edu with additional sources. Please feel free to share this document.

Akamine Phillips, Jennifer; Risdon, Nate; Lamsma, Matthew; Hambrick, Angelica; and Jun, Alexander (2019) "Barriers and Strategies by White Faculty Who Incorporate Anti-Racist Pedagogy," Race and Pedagogy Journal: Teaching and Learning for Justice: Vol. 3: No. 2

Ash, A. N.; Hill, R.; Risdon, S. and Jun, A. (2020) "Anti-Racism in Higher Education: A Model for Change," Race and Pedagogy Journal: Teaching and Learning for Justice: Vol. 4: No. 3

Baldwin, J. (1963, December 21) "A Talk to Teachers." The Saturday Review, 42-44.

Blackwell, D.M. (2010) Sidelines and Separate Spaces: Making Education Anti-Racist for Students of Color. Race, Ethnicity and Education, 13 (4) pp. 473–494.

Blakeney, A. M. (2005) Antiracist Pedagogy: Definition, Theory, and Professional Development. Journal of Curriculum and Pedagogy, 2 (1) pp. 119–132

Case, K.A. (2013). Deconstructing Privilege: Teaching and Learning as Allies in the Classroom. New York: Routledge

Case, K. A. (Ed.) (2017). Intersectional pedagogy: Complicating identity

Condon, F. and Young, V.A. (eds) (2017). Performing Antiracist Pedagogy in Rhetoric, Writing, and Communication. Fort Collins: The WAC Clearinghouse

Douglass Horsford, S., Grosland, T. J., and Morgan Gunn, K. (2011). Pedagogy of the Personal and Professional: Considering Culturally Relevant and Anti-Racist Pedagogy as a Framework for Culturally Relevant Leadership. Journal of School Leadership, 21 (4).

Freire, P. (2000). Pedagogy of the Oppressed. New York: Continuum

Giroux, Henry A. (2003). Spectacles of Race and Pedagogies of Denial: Anti-Black Racist Pedagogy under the Reign of Neoliberalism.

Communication Education, 52, (191-4), p.191-211

Haynes, C. & Bazne, 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, DOI: 10.1080/09518398.2019.1645909

Haynes, C. (2017). Dismantling the White supremacy embedded in our classrooms: White faculty in pursuit of more equitable educational outcomes. International Journal of Teaching and Learning in Higher Education, 29(1), 87-107

Haynes, C., & Patton, L. D. (2019). From Racial Resistance to Racial Consciousness: Engaging White STEM Faculty in Pedagogical Transformation. Journal of Cases in Educational Leadership, 22(2), 85–98. https://doi.org/10.1177/1555458919829845

hooks, b. (1994) Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge

Joseph, N. M., Haynes, C., Cobb, F. (Eds.). (2016). Interrogating whiteness and relinquishing power: White faculty's commitment to racial consciousness STEM classrooms New York: Peter Lang Publishing

Pierce, Andrew J. J. Interest Convergence: An Alternative to White Privilege Models of Anti-Racist Pedagogy and Practice. Teaching Philosophy, vol. 39, no. 4, 2016, pp. 507–530

Schick, C. (2000) 'By Virtue of Being White': Resistance in Anti-Racist Pedagogy. Race Ethnicity and Education, 3 (1) pp. 83–101



Saad, L.F. (2020). Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor. Naperville: Sourcebooks

Tatum, B.D. (2017). Why Are All the Black Kids Sitting Together in the