

# EDUCATING FOR SOCIAL JUSTICE:

## A Guide to the Resources

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## Mission Statement for Social Justice Resource Guide

*Civic education won't work without democratic practice. When universities reach out to their communities, they must do so with sensitivity to everyone in them.*

Johnella E. Butler<sup>1</sup>

In order to further the role of civic engagement in higher education, it is imperative that we honestly consider the ways in which our society discriminates against different kinds of people: racism, sexism, classism, ageism, and homophobia. Johnella E. Butler refers to our challenge as “preparing students for responsible citizenship in a diverse democracy.”

With the advent of the Social Justice Resource Tool Kit, Massachusetts Campus Compact hopes to advance our commitment to inclusive, anti-racist education and respectful service practices. This collection includes books, articles and online resources (e.g. non-profit websites, public domain articles and diversity libraries) that address issues of difference. More specifically, however, our collection is dedicated to raising awareness about institutionalized injustice, exposing the ways in which historically justified discrimination has structured and continues to structure our society. It is our intention to uphold informed citizenship as a priority and to equip MACC members with tools necessary for responsible and sustainable civic engagement.

We expect that MACC members will use this resource guide to educate themselves, their offices and students on issues of injustice, discrimination and intolerance, thus furthering MACC's overall mission of promoting responsible and sustainable service in higher education. Moreover, it is our hope that the Social Justice Resource Tool Kit will facilitate MACC members in their growth as both critical thinkers and engaged citizens, helping to incite an informed and inclusive attitude in their practice of service.

We have compiled this collected of resources through a process of cross-referencing book reviews with recommendations from faculty members and activists who are dedicated to social change. At its core, this project upholds an ethic of many voices, many stories and in order to fully actualize this vision, we strongly encourage our readers to contribute any thoughts, comments and concerns you may have while visiting. Please direct such input to [patricia.mihelich@tufts.edu](mailto:patricia.mihelich@tufts.edu).

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<sup>1</sup> Butler, Johnella E. “Democracy, Diversity and Civic Education.”

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# ***Glossary of Terms***

**Ageism**—Discrimination of individuals based on their age, i.e. of the elderly based on the notion that they are incapable of performing certain functions such as driving, or of the young based on the notion that they are immature and therefore incapable of performing certain tasks.

Ohio State University Diversity Dictionary  
<http://www.osu.edu/diversity/dictionary.html>

**Bigotry**—Intolerant prejudice which glorifies one's own group, but, denigrates members of other groups.

National Conference for Community and Justice – St. Louis Region – unpublished handout used in the Dismantling Racism Institute program.

As cited by:  
Evaluation Tools for Racial Equality  
Glossary for Racial Equity  
<http://www.evaluationtoolsforracialequity.org/termRacial.htm>

**Civic Engagement**—The active participation in the public life in an informed, committed manner.

John Carroll University  
<http://www.jcu.edu/a&s/speakersbureau/>

**Classism**—Discrimination based on class, the category of division based on economic status; members of a class are theoretically assumed to possess similar cultural, political and economic characteristics and principles.

Ohio State University Diversity Dictionary  
<http://www.osu.edu/diversity/dictionary.html>

**Cultural Pluralism**—Recognition of the contribution of each group to the common civilization. It encourages the maintenance and development of different life styles, languages and convictions. It is a commitment to deal cooperatively with common concerns. It strives to create the conditions of harmony and respect within a culturally diverse society.

Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit.

As cited by:  
Evaluation Tools for Racial Equality  
Glossary for Racial Equity  
<http://www.evaluationtoolsforracialequity.org/termRacial.htm>

**Democracy**—The practice or principles of social equality

Oxford English Dictionary

**Discrimination**—The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories.

Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit.

As cited by:

Evaluation Tools for Racial Equality

Glossary for Racial Equity

<http://www.evaluationtoolsforracialequity.org/termRacial.htm>

**Diversity**—A situation that includes representation of multiple (ideally all) groups within a prescribed environment, such as a university or a workplace. This word most commonly refers to differences between cultural groups, although it is also used to describe differences within cultural groups, e.g. diversity within the Asian-American culture includes Korean Americans and Japanese Americans. An emphasis on accepting and respecting cultural differences by recognizing that no one culture is intrinsically superior to another underlies the current usage of the term.

**Empowerment**--When target group members refuse to accept the dominant ideology and their subordinate status and take actions to redistribute social power more equitably.

Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.

As cited by:

Evaluation Tools for Racial Equality

Glossary for Racial Equity

<http://www.evaluationtoolsforracialequity.org/termRacial.htm>

**Economic Justice**—A conviction that economic policies must result in benefits that are distributed equally across income and racial lines; that jobs created by state and local tax incentive must go to local people and taxpayers; and that the health, natural resources and culture of the community must be protected.

Colours of Resistance

<http://colours.mahost.org/faq/definitions.html>

As adapted from:

Women's Education in the Global Economy

Women of Color Resource Center in California

[www.coloredgirls.org](http://www.coloredgirls.org)

**Ethnicity**—A social construct which divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base. Examples of different ethnic groups are: Cape Verdean, Haitian, African American (Black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native American); Cuban, Mexican, Puerto Rican (Latino); Polish, Irish, and Swedish (White).

Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.

As cited by:

Evaluation Tools for Racial Equality

Glossary for Racial Equity

<http://www.evaluationtoolsforracialequity.org/termRacial.htm>

**Feminism**—The movement that advocating equal rights, status, ability, and treatment of women, based on the belief that women are not in any way inferior to men.

Ohio State University Diversity Dictionary  
<http://www.osu.edu/diversity/dictionary.html>

**Gender**— The *meaning* that cultures give to biological difference; a set of behaviors that is *learned* and *performed*. Gender is something we do, not what we are, and it can change from culture to culture and even in individual attitudes over the course of a lifetime. Adjectives “feminine” and “masculine.”

College of New Rochelle  
Women Gender and Power  
<http://www.cnr.edu/home/bmcmanus/femtheory.html>

**Gender**—A socially-constructed notion of what is feminine and what is masculine. Because gender is a social construct, it changes across time, communities and even individuals.

Indiana University  
Language and Gender  
<http://www.indiana.edu/~lgender/sex-vs-gender.html>

**Gender Identity**—A term used to refer to a person’s internal, deeply felt sense of being either male or female, or something other or in between. Because gender identity is internal and personally defined, it is not visible to others. In contrast, a person’s “gender expression” is external and socially perceived. Gender expression refers to all of the external characteristics and behaviors that are socially defined as either masculine or feminine, such as dress, mannerisms, speech patterns and social interactions.

Massachusetts Transgender Political Coalition  
Transgender Equality: A Handbook for Activists and Policymakers  
By Paisley Currah and Shannon Minter  
<http://www.masstpc.org/materials/materials.shtml>

**Heterosexism**—The systematic, day-to-day, institutional mistreatment of gay, lesbian, transgender and bisexual people by a heterosexually dominated culture. At its core, heterosexism assumes that heterosexual relationships represent the norm and are, therefore implicitly superior to gay, lesbian, transgender or bisexual relationships

Clark University  
<http://www.clarku.edu/offices/dos/survivorguide/definition.cfm>

**Homophobia**—The fear or hatred of gays, lesbians, bisexuals and transgender people because of their sexual orientations.

Clark University  
<http://www.clarku.edu/offices/dos/survivorguide/definition.cfm>

**Human Dignity**—This principle of human rights signifies that each individual, regardless of age, birth, color, creed, disability, ethnic origin, familial status, gender, language, marital status, political or other opinion, public assistance, race, religion or belief, sex, or sexual orientation, deserves to be honored, esteemed, and respected.

Human Rights Resource Center  
Human Rights Education Experience: Glossary of Terms  
<http://www.hrusa.org/thisismyhome/project/glossary.shtml>

**Human Rights**—The rights people have simply because they are human beings, regardless of their ability, citizenship, ethnicity, gender, language, nationality, race, or sexuality; human rights become enforceable when they are *codified* as conventions, covenants, or treaties, as they become recognized as customary international law, or as they are accepted in national or local law.

Human Rights Resource Center

Human Rights Education Experience: Glossary of Terms

<http://www.hrusa.org/thisismyhome/project/glossary.shtml>

**Individual Racism**—The beliefs, attitudes, and actions of individuals that support or perpetuate racism. Individual racism can occur at both an unconscious level, and can be both active and passive. Examples include telling a racist joke, using a racial epithet, or believing in the inherent superiority of Whites.

Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. New York: Routledge.

**Institutional Racism**—The network of institutional structures, policies and practices that create advantages and benefits for Whites, and discrimination, oppression, and disadvantages for people from targeted racial groups. The advantages created for whites are often invisible to them, or are considered “rights” available to everyone as opposed to “privileges” awarded to only some individuals and groups. Examples of institutional racism include policies and practices that: arbitrarily govern a person’s credit-worthiness; determine what information, positive or negative, is presented in the media about individuals involved in newsworthy events; or place undue value on selective educational experiences or qualifications in establishing promotion criteria in jobs and schools.

Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. New York: Routledge.

Institute for Democratic Renewal and Project Change Anti-Racism Initiative. *A Community Builder’s Tool Kit*. Claremont, CA: Claremont Graduate University, 2001. (Source for Examples)

As cited and compiled by

Evaluation Tools for Racial Equality

Glossary for Racial Equity

<http://www.evaluationtoolsforracialequity.org/termRacial.htm>

**Justice**—Fairness, equity, and morality in action or attitude in order to promote and protect human rights and responsibilities. In most societies, people work for justice by organizing through different categories of rights, such as civil, political, economic, social, and cultural.

Human Rights Resource Center

Human Rights Education Experience: Glossary of Terms

<http://www.hrusa.org/thisismyhome/project/glossary.shtml>

**Oppression**—The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry, and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society.

Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. New York: Routledge.

As cited by:

Evaluation Tools for Racial Equality

Glossary for Racial Equity

<http://www.evaluationtoolsforracialequity.org/termRacial.htm>

**Prejudice**—A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.

Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit. Claremont, CA: Claremont Graduate University.

As cited by:

Evaluation Tools for Racial Equality

Glossary for Racial Equity

<http://www.evaluationtoolsforracialequity.org/termRacial.htm>

**Privilege**—A right that only some people have access or availability to because of their social group memberships (dominants). Because hierarchies of privilege exist, even within the same group, people who are part of the group in power (white/Caucasian people with respect to people of color, men with respect to women, heterosexual with respect to homosexuals, adults with respect to children, and rich people with respect to poor people) often deny they have privilege even when evidence of differential benefit is obvious.

National Conference for Community and Justice – St. Louis Region – unpublished handout used in the Dismantling Racism Institute program. (Source for 1ST Part) Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit. Claremont, CA: Claremont Graduate University. (Source for 2ND Part)

As cited by:

Evaluation Tools for Racial Equality

Glossary for Racial Equity

<http://www.evaluationtoolsforracialequity.org/termRacial.htm>

**Race**—A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups.

Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge.

As cited by:

Evaluation Tools for Racial Equality

Glossary for Racial Equity

<http://www.evaluationtoolsforracialequity.org/termRacial.htm>

**Racial and Ethnic Identity**—An individual's awareness and experience of being a member of a racial and ethnic group; the racial and ethnic categories that an individual chooses to describe him or herself based on such factors as biological heritage, physical appearance, cultural affiliation, early socialization, and personal experience.

Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge

As cited by:

Evaluation Tools for Racial Equality

Glossary for Racial Equity

<http://www.evaluationtoolsforracialequity.org/termRacial.htm>

**Right**—A resource or position that everyone has equal access or availability to regardless of their social group memberships.

National Conference for Community and Justice – St. Louis Region – unpublished handout used in the Dismantling Racism Institute program.

As cited by:

Evaluation Tools for Racial Equality

Glossary for Racial Equity

<http://www.evaluationtoolsforracialequity.org/termRacial.htm>

**Sex**—System of sexual classification based on biological and physical differences, such as primary and secondary sexual characteristics, forming the categories "male" and "female" as opposed to gender which is based on the social construction of the categories "men" and "women."

Ohio State University Diversity Dictionary

<http://www.osu.edu/diversity/dictionary.html>

**Sexism**—Attitudes, conditions, or behaviors that promote stereotyping and *oppression* based on sex and gender; *discrimination* based on sex or gender.

Ohio State University Diversity Dictionary

<http://www.osu.edu/diversity/dictionary.html>

**Social Construct**—A perception of an individual, group, or idea that is "constructed" through cultural and social practice, but appears to be "natural," or "the way things are." For example, the idea that women "naturally" like to do housework is a social construction because this idea appears "natural" due to its historical repetition, rather than it being "true" in any essential sense. OSU Civic Engagement

**Social Justice**—The practice of promoting and protecting human rights and responsibilities, with a particular emphasis on the economic and social rights of society's most vulnerable groups

Human Rights Resource Center

Human Rights Education Experience: Glossary of Terms

<http://www.hrusa.org/thisismyhome/project/glossary.shtml>

**Transgender**—An umbrella term for people who transgress gender norms or cross society's idea of gender lines. Transgender is about gender identity and gender expression, not sexual orientation. Unlike the term "transsexual," it is not a medical or psychiatric diagnosis.

Gender Crash

[www.gendercrash.com/101.shtml](http://www.gendercrash.com/101.shtml)

Massachusetts Transgender Political Coalition

Transgender Equality: A Handbook for Activists and Policymakers

By Paisley Currah and Shannon Minter

<http://www.masstpc.org/materials/materials.shtml>

**White Privilege**—The unquestioned and unearned set of advantages, entitlements benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.—

Peggy McIntosh, “White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women Studies.”

As cited by:

Evaluation Tools for Racial Equality

Glossary for Racial Equity

<http://www.evaluationtoolsforracialequity.org/termRacial.htm>

## ***Selected Resources***

### **University of the Poor**

<http://www.universityofthepoor.org/>

### **Economic Human Rights**

<http://www.economichumanrights.org/>

The Poor People's Economic Human Right's Campaign is committed to uniting the poor across color lines as the leadership base for a broad movement to abolish poverty. We work to accomplish this through advancing economic human rights as named in the Universal Declaration of Human Rights- such as the rights to food, housing, health, education, communication and a living wage job

### **Applied Resource Center**

Racial Justice Leadership Institute April 30-May 1

**The Racial Justice Leadership Institute** is a seminar for social justice activists who wish to sharpen their skills and strategies to address structural racism and advance racial equity. The Institute engages people in critical analysis of current race issues and opportunities to promote equitable public policies. Unlike “diversity trainings” which focus on interpersonal relations and cultural understanding, the Institute emphasizes institutional inequality—how it disadvantages, disenfranchises and divides many communities and how it can be effectively challenged and changed.

### **Conversations You Can’t Have on Campus—MIT**

<http://web.mit.edu/course/other/conversations/>

Although MIT has a very diverse population, students are often separated from each other by differences in race, ethnicity, gender or sexual orientation. They may become isolated in their own cultures, often developing and perpetuating misunderstandings and stereotypes about one another. Students may have little interaction with individuals who are different and they are unable to benefit from the rich and diverse student population on campus.

The purpose of these discussions is to help create awareness and respect for peoples’ differences but, more importantly, to have fun exploring these differences. There are very few opportunities for meaningful interactions and connections among students from different racial, ethnic and gender groups. “Conversations You Can’t Have on Campus” offers a safe place for students from different backgrounds and/or with widely varying opinions to argue, discuss and explore some of the difficult issues they encounter at MIT.

## **Advancement Project**

<http://www.advancementproject.org>

Advancement Project is a democracy and justice action group. We work with communities seeking to build a fair and just multi-racial democracy in America. Using law, public policy and strategic communications, Advancement Project acts in partnership with local communities to advance universal opportunity, equity and access for those left behind in America.

We have chosen to concentrate initially on three subject areas: opportunity to learn, power and democracy and urban peace. In those areas, we provide in-kind support to efforts at the grassroots level and we connect those efforts to other racial justice innovators doing similar work in our subject areas. We deliberately chose these subject areas because they are of great concern to our community partners. This targeted strategy has succeeded; we have developed very successful partnerships with a variety of community organizations and are nationally known for our expertise.

## **Community Justice Resource Center**

[http://www.advancementproject.org/resource\\_center.html](http://www.advancementproject.org/resource_center.html)

## **Education for Liberation Network**

<http://www.edliberation.org>

The Education for Liberation Network is a collaborative of educators, community activists, and researchers concerned with the education of our youth. Historian Vincent Harding suggests that “young people have been separated from their past and their future, leaving a vast and aching void, often to be filled with the most destructive values of society” – the materialism, anti-intellectualism, alienation, self-destructive gender identities, glorification of physical toughness and co-modification of human relationships. Harding goes on to suggest that education can be a part of the process that “opens the way for such young people to re-enter the humanizing flow of history, to consider the possibility that there is purpose and meaning in their lives far beyond the terror and temptation of their immediate situation.” We, too, are concerned that far too few receive an education that advances their political, cultural and economic liberation. Education must encourage critical thinking, social involvement, positive racial identity and a sense of personal efficacy. The Education for Liberation Network works towards these goals by encouraging its members to share relevant information and resources. Offering teaching materials on: African American History, Asian American Studies, Critical Consciousness, Labor History, LGBT History, Women’s History. Directed at secondary school teachers but the resources are valuable for adults as well.

## **Swarthmore Language Bank**

<http://www.langbank.sccs.swarthmore.edu/>

Over 200 students in 38 languages currently conduct volunteer translations and interpretations for 20 non-profit organizations which serve immigrants and refugees in the Philadelphia area.

## **Resource Generation**

Cambridge, MA

Resource Generation works with young people with financial wealth who are supporting and challenging each other to effect progressive social change through the creative, responsible and strategic use of financial and other resources. Our purpose is to promote innovative ways for young people with wealth to align their personal values and political vision with their financial resources. We strive to strengthen cross-class alliances with people and organizations working for social and economic justice. Currently, RG works with over 750 young people with wealth across the country.

Resource Generation is led by a cross-class board and staff, and involves experienced activists and trainers from diverse class backgrounds in the development and implementation of all our programs.

**Class Action—Northampton, Ma (Hadley, MA)**

[www.classactionnet.org](http://www.classactionnet.org)

Class Action focuses on the personal, interpersonal, and organizational levels of classism. We hope to be a national resource center on class, providing individuals and organizations with the tools and resources to work on eliminating classism.

**Community Change Inc—Boston**

[www.communitychangeinc.org](http://www.communitychangeinc.org)

Community Change Inc is a non-profit organization with a particular focus on systemic racism. We are committed to serving as a center for action and collaboration among individuals and multiracial grassroots groups in the fight to achieve racial justice and equity.

Yvonne Pappenheim Library on Racism

617 523 0555

14 Beacon Street Room 605

**Loyola University**

**Loyola Diversity Resource Library**

<http://www.loyola.edu/academics/diversity/library/>

**University of Minnesota**

**Human Rights Resource Center**

<http://wwwserver.law.wits.ac.za/humanrts/160.94.193.60/default.htm>

**Human Rights Resource Library**

<http://wwwserver.law.wits.ac.za/humanrts/>

**Diversity Education Program**

**UC Davis**

The mission of the Diversity Education Program is to provide various educational opportunities for students, staff and faculty related to cultural awareness, the Principles of Community, and the development of a safe, respectful and inclusive campus environment. More specifically, the following programs and services are provided by the Diversity Education Program

Training workshops, presentations, and other educational activities that enhance further understanding of the multicultural nature of our campus community.

**UC Davis Diversity Library**

[http://diversity.ucdavis.edu/books\\_videos.cfm?type=Book&t=w](http://diversity.ucdavis.edu/books_videos.cfm?type=Book&t=w)

<http://diversity.ucdavis.edu/index.cfm>

**Diversity Exchange Library**

<http://www.diversityexchange.com>

**Harvard University Civil Rights Project**

<http://www.civilrightsproject.harvard.edu/aboutus.php>

Our mission is to help renew the civil rights movement by bridging the worlds of ideas and action, and by becoming a preeminent source of intellectual capital and a forum for building consensus within that movement.

Researching: Affordable Housing, Criminal Justice, Education, Affirmative Action, Religion and Race, Race and Equality, Access to Education

**Human Rights Library  
University of Minnesota**

<http://www1.umn.edu/humanrts/index.html>

**Joint Center for Housing Studies**

Harvard University School of Design and Kennedy School of Government

<http://www.jchs.harvard.edu/>

The Joint Center for Housing Studies is Harvard University's center for information and research on housing in the United States. The Joint Center analyzes the dynamic relationships between housing markets and economic, demographic, and social trends, providing leaders in government, business, and the non-profit sector with the knowledge needed to develop effective policies and strategies.

Including research on: Homeownership, Community Development, Government Programs, Rental Housing, Seniors

**Colours of Resistance**

<http://colours.mahost.org>

Colours of Resistance (COR) is a grassroots network of people who consciously work to develop anti-racist, multiracial politics in the movement against global capitalism. We are committed to helping build an anti-racist, anti-imperialist, multiracial, feminist, queer and trans liberationist, anti-authoritarian movement against global capitalism. We are committed to integrating an anti-oppression framework and analysis into all of our work.

Colours of Resistance is both a think tank and an action tank, linking the issues of global capitalism with their local impacts. For us, this means working locally on issues such as anti-war, police brutality, prison abolition, indigenous solidarity, affordable housing, healthcare and public transportation, environmental justice, racist immigration policies, and many more. Colours of Resistance acts as a network for us to share support, ideas, and strategies with one another across our diverse communities.

**Online Library with articles and analyses**

<http://colours.mahost.org/article.html>

**AntiRacismNet**

<http://www.antiracismnet.org/main.html>

AntiRacismNet is an international online network of anti-racism organizations and practitioners.

**Speaking Out Against Racism. SOAR.**

<http://www.collaborativeproject.org/>

“Each time you allow hate to go unchallenged... YOU legitimate it’s presence.”

**One People’s Project**

<http://www.onepeoplesproject.com>

**One Peoples Project** is an [anti-racist](#) organization founded in 2000 to monitor racist and far right groups and individuals. Its most prominent members are its founder Daryle Lamont Jenkins and Joshua Hoyt, who joined the group in 2002.

One People’s Project continues to grow, and is building a reputation as a major anti-racist resource. The organization has been seen on programs such as A Current Affair and has been a go-to organization for reporters of various news outlets across the country when an incident involving white supremacists takes place in their locality. As it does indeed continue to build it will become one of the best ways to beat back the hate and oppression that so many suffer under.

## **Racism. No Way.**

Library

<http://www.racismnoway.com.au/library/>

## **Racism/Racial Equality**

Quaker Society of Friends

<http://www.fgcquaker.org/library/racism/mainpage.html>

## **Institute for Social Equality**

Online Library

<http://www.social-ecology.org/>

Established in 1974 and incorporated in 1981, the ISE is an independent institution of higher education dedicated to the study of social ecology, an interdisciplinary field drawing on philosophy, political and social theory, anthropology, history, economics, the natural sciences, and feminism.

As both an educational and activist organization, the ISE is committed to the social and ecological transformation of society. It is the ISE's core belief that the human potential to play a creative role in natural and social evolution can be realized, thereby allowing us to foster communities free from hierarchy, social inequity, and ecological degradation.

## **Global Anti-Racism Organizations**

<http://www.magenta.nl/crosspoint/>

"On this site you will find links to a lot of organizations all over the world, all of them working in the field of Human Rights, anti-racism, refugees, anti-semitism, women's rights, antifascism etc. Why this site? Well, we think it is important that 'the anti-racist/Human Rights movement' gets online."

## **Facing History and Ourselves**

<http://www.facing.org/>

"Facing History and Ourselves" is a national educational and professional development organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry.

## **The Affirmative Action and Diversity Project: A Web page for Research University of California Santa Barbara**

<http://aad.english.ucsb.edu/aa.html>

This site presents diverse opinions regarding Affirmative Action topics; rather than taking a singular pro or con position, it is designed to help lend many different voices to the debates surrounding the issues of affirmative action. This site is an academic resource and it provides scholars, students, and the interested public with on-site articles and theoretical analyses, policy documents, current legislative updates, and an annotated bibliography of research and teaching materials.

## **Diversity Central**

<http://www.diversitycentral.com/>

Resources for cultural diversity at work

# ***Disability***

## **Publications**

- Beck, Martha. *Expecting Adam: A True Story of Birth, Rebirth, and Everyday Magic*. Berkley Pub Group. 2000.
- Charlton, James I. *Nothing About Us Without Us: Disability Oppression and Empowerment*. University of California Press. 2000.
- Lennard J. Davis (ed). *The Disabilities Studies Reader*. Routledge. 1997.
- Linton, Simi. *Claiming Disability: Knowledge and Identity*. New York University Press, 1998.
- Longmore, Paul. (ed). *The New Disability History: American Perspectives (History of Disability)*. New York University Press. 2001.
- Longmore, Paul K. *Why I Burned My Book and Other Essays on Disability*. Temple University Press. 2003.
- Mairs, Nancy. *Waist-High in the World: A Life Among the Nondisabled*. Beacon Press. 1997.
- Russell, Marta. *Beyond Ramps: Disability at the End of the Social Contract*. Common Courage Press. 1998.
- Shapiro, Joseph. *No Pity: People with Disabilities Forging a New Civil Rights Movement*. Three Rivers Press;. 1994.

## **Online Resources**

### **Americans with Disabilities Act**

<http://www.usdoj.gov/crt/ada>

Resources on the Federal standards of access including their relationship to labor questions, housing, health care and education related to the ADA.

### **Job Accommodation Network**

<http://www.jan.wvu.edu/>

A federally funded consulting service designed to increase the employability of people with disabilities by providing individualized consulting, technical assistance and options for self-employment.

### **Disability Resources on the Internet**

<http://www.disabilityresources.org/>

This site is a thorough database of non-profits, non-governmental organizations that offer anything from legal advice to community relationship. Disability Resources includes connection to advocacy, disability awareness, assistive technology, doctor finder, listservs, legal rights, education, sexuality, sport and recreation, travel and women with disabilities.

## **World Insitute on Disability**

<http://www.wid.org/>

WID is a nonprofit research, training and public policy center promoting the civil rights and the full societal inclusion of people with disabilities.

# **Gender, Sex, Sexuality**

## Publications

Barnard, Ian. *Queer Race: Cultural Interventions in the Racial Politics of Queer Theory*. Peter Lang Publishing. 2004.

Butler, Judith. *Undoing Gender*. Taylor and Francis. 2004.

Fausto-Sterling, Anne. *Sexing the Body: Gender Politics and the Construction of Sexuality*. Basic Books. 2002.

Hernandez, Daisy and Bushra Rehman (eds.) *Colonize This! Young Women of Color on Today's Feminism*. Seal Press. 2002.

Hooks, bell. *Feminism is for Everybody: Passionate Politics*. South End Press. 2000.

Hunter, Margaret L. *Race, Gender and the Politics of Skin Tone*. Routledge. 2005.

MacKinnon, Catharine A. *Women's Lives, Men's Laws*. Belknap Press. 2005.

Nestle, Joan and Riki Wilchins (eds.) *GenderQueer: Voices From Beyond the Sexual Binary*. Alyson Books. 2002.

Okin, Susan Moller. *Justice, Gender, and the Family*. Basic Books, 1991.

Rudaccille, Deborah. *The Riddle of Gender: Science, Activism and Transgender Rights*. Pantheon. 2005.

Rowland, Debran. *Boundaries of Her Body: A Shocking History of Women's Rights in America*. Sphinx Publishing. 2004.

Scott, Joan Wallach. *Gender and the Politics of History*. Columbia University Press. 1999.

Wharton, Amy S. *The Sociology of Gender: An Introduction to Theory and Research*. Blackwell Publishing, Incorporated. 2004.

## Online Resources

### **Gender Crash**

[www.gendercrash.com](http://www.gendercrash.com)

At the intersection of the queer, transgender and gender queer communities in Boston, a resource for folks around the world

### **Gender Talk**

Transgender Resources

<http://www.gendertalk.com/info/resource.shtml>

For both trans persons and folks who wish to learn more about trans issues. Aside from being the leading radio program on transgender issues, GenderTalk offers a rich library of resources ranging from general information on definition to topics including health, intersexuality, employment, activism, support, transition and legal specifics.

### **Gender Related Electronic Forum**

<http://www.research.umbc.edu/~korenman/wmst/forums.html>

Gender Related Electronics Forum s an annotated, frequently-updated award winning listing of publicly-accessible e-mail discussion forums and an extensive set of listservs themes including discussion on education cyber culture, women's studies, women of color,

### **The Network La Red**

[www.thenetworklared.org](http://www.thenetworklared.org)

Working to help eliminate domestic violence among lesbian, bisexual and transgender communities. Offering services, an emergency hotline number and resources for more information about domestic violence.

### **National Center for Transgender Equality**

<http://www.nctequality.org/>

NCTE is dedicated to advancing the equality of transgender people through advocacy, collaboration and empowerment. Offering information and resources on anti-discrimination, health issues, hate crimes, air travel tips as travel now includes so much scrutiny and harassment, overcoming voting obstacles, and questions of marriage from the legal/federal standpoint to personal understanding.

### **Massachusetts Transgender Political Coalition**

<http://www.masstpc.org/tp/>

Center for the Advancement of women

<http://www.advancewomen.org>

The Center for the Advancement of Women is a not-for-profit, independent, nonpartisan research and public education institution established to advance women's equal participation at every level of society.

### **Center for Gender in Organizations**

Simmons School of Management

<http://www.simmons.edu/som/centers/cgo/>

The Center for Gender in Organizations (CGO) at the Simmons School of Management is committed to improving organizational effectiveness by strengthening gender equity in the workplace.

### **Center for Race and Gender**

University of California at Berkeley

<http://crg.berkeley.edu/>

The Center for Race and Gender is an interdisciplinary research and community outreach center at the University of California Berkeley dedicated to fostering explorations of race and gender and their intersections.

### **People with a History: An online Guide to Lesbian, Gay, Bisexual and Trans\* History.**

<http://www.fordham.edu/halsall/pwh/>

This is a valuable resource structured around cross-cultural history (from ancient Near East to the present) and theory. Also addresses current issues in politics.

## **Boston Research Center: Women's Leadership**

<http://www.brc21.org/ldrshp.html>

The Boston Research Center is committed to providing forums and other opportunities for women leaders to share their views on peace and global ethics based on the strong conviction that a fully democratic civil society must represent and involve both genders. "No discussion is complete without women's voices," says BRC executive director Virginia Straus

# **Health Care**

## Publications

Bartlett, Donald. *Critical Condition: How Health Care in America Became Big Business and Bad Medicine*. Broadway, 2005.

Farmer, Paul. *Pathologies of Power: Health, Human Rights and the New War on the Poor*. California: University of California Press, 2003.

Farmer, Paul. *Infections and Inequalities: The Modern Plagues*. University of California Press. 2001.

Garrett, Laurie. *Betrayal of Trust: The Collapse of Global Public Health*. Hyperion. 2001.

Hanock, Phillip. *Body Culture and Society: An Introduction*.

Herzlinger, Regina. *Market Driven Health Care: Who wins who loses*.

Institute of Medicine. *Unequal Treatment: Confronting Racial & Ethnic Disparities in Health*. National Academies Press. 2002.

LaVeist, Thomas. *Minority Populations and Health: An Introduction to Health Disparities in the U.S.* Jossey-Bass. 2005.

Schulz, Amy J. *Gender, Race, Class and Health: Intersectional Approaches*.

Smith, David Barton. *Health Care Divided: Race and Healing a Nation*.

Townes, Emilie M. *Breaking the Fine Rain of Death: African American health Issues and a Womanist Ethic of Care*. New York: Continuum Publishing Company, 2001.

## Online Resources

"Race Gap Persists in Health Care, Three Studies Say: Blacks get fewer tests, less therapy and medicine." Rob Stein. Washington Post. 18 August 2005. <http://www.washingtonpost.com/wp-dyn/content/article/2005/08/17/AR2005081701437.html>

"Racism and Health Care in America: Legal Responses to Racial Disparities in the Allocation of Kidneys." Cara A. Fauci. Boston College Law School Student Publications.

[http://www.bc.edu/bc\\_org/avp/law/lwsch/journals/bctwj/21\\_1/02\\_TXT.htm](http://www.bc.edu/bc_org/avp/law/lwsch/journals/bctwj/21_1/02_TXT.htm)

“Changing Institutional Agendas in Health Care.” Yasmin Jiwani. Plenary Presentation at Removing Barriers: Inclusion, Diversity and Social Justice in health Care. <http://www.harbour.sfu.ca/freda/articles/barrier.htm>

Physicians for Human Rights

<http://www.phrusa.org/index.html>

Physicians for Human Rights (PHR) mobilizes the health professions and enlists the public support to protect the human rights for all people. Since it's founding in 1986, PHR has sent over 100 medical and forensic teams to dozens of countries to investigate reports of torture, disappearances, and extrajudicial executions; prison conditions; landmines; use of chemical weapons and many other areas. PHR bases its actions on the Universal Declaration of Human Rights (UDHR) and other international human rights and humanitarian agreements.

“Classism Within Health Care Systems” Indra Lahiri and Austin Sedicum. Workforce Development Group. [http://www.workforcedevelopmentgroup.com/news\\_sixteen.html](http://www.workforcedevelopmentgroup.com/news_sixteen.html)

“Spectre of racism in health and health care: lessons from history and the United States.” Raj Bhopal. Department of Epidemiology and Public Health <http://bmj.bmjournals.com/cgi/content/full/316/7149/1970>

## ***Higher Education***

### **Publications**

Adams, J. Q. (Editor). *Cultural Diversity: Curriculum, Classroom & Climate Issues*. Illinois Staff & Curriculum. 1999.

*Association of American Colleges and Universities. American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy*. Association of American Colleges and Universities. 1995.

D'Souza, Dinesh. *Illiberal Education: The Politics of Race and Sex on Campus*. Free Press, 1998.

Goodman, Diane. *Promoting Diversity and Social Justice: Educating People from Privileged Groups*. Sage Publications, Inc. 2001.

Kuh, George. *The Invisible Tapestry: Culture in American Colleges and Universities*. Jossey-Bass. 2000.

Leskes, Andrea. *Greater Expectations: A New Vision for Learning as a Nation Goes to College*. Association of American Colleges and Universities. 2002.

Light, Richard. *Making the Most of College: Students Speak Their Minds*. Harvard University Press, 2001.

Musil, Caryn McTighe. (ed) *Diversity in Higher Education: A Work in Progress*. Association of American Colleges and Universities. 1995.

Orfield, Gary. Patricia Marin and Catherine L. Horn (eds.) *Higher Education And The Color Line: College Access, Racial Equity, And Social Change*. Cambridge, Massachusetts. Harvard Educational Pub Group, 2005.

Orfield, Gary and Edward Miller (eds.) *Chilling Admissions: The Affirmative Action Crisis and the Search for Alternatives*. Cambridge, Massachusetts: Harvard Educational Publishing Group, 1998.

Richardson, Richard C. *Achieving Quality And Diversity: Universities In A Multicultural Society* (American Council on Education Oryx Press Series on Higher Education) American council on Education/Oryx Press. 1996.

Schultz, Debra L. *To Reclaim a Legacy of Diversity: Analyzing the "Political Correctness" Debates in Higher Education*. The National Council for Research on Women. 1993.

## Online Resources

### **The Affirmative Action and Diversity Project: A Web page for Research University of California Santa Barbara**

<http://aad.english.ucsb.edu/aa.html>

This site presents diverse opinions regarding Affirmative Action topics; rather than taking a singular pro or con position, it is designed to help lend many different voices to the debates surrounding the issues of affirmative action. This site is an academic resource and it provides scholars, students, and the interested public with on-site articles and theoretical analyses, policy documents, current legislative updates, and an annotated bibliography of research and teaching materials.

### **Education for Liberation Network**

<http://www.edliberation.org>

The Education for Liberation Network is a collaborative of educators, community activists, and researchers concerned with the education of our youth. Historian Vincent Harding suggests that “young people have been separated from their past and their future, leaving a vast and aching void, often to be filled with the most destructive values of society” – the materialism, anti-intellectualism, alienation, self-destructive gender identities, glorification of physical toughness and co-modification of human relationships. Harding goes on to suggest that education can be a part of the process that “opens the way for such young people to re-enter the humanizing flow of history, to consider the possibility that there is purpose and meaning in their lives far beyond the terror and temptation of their immediate situation.” We, too, are concerned that far too few receive an education that advances their political, cultural and economic liberation. Education must encourage critical thinking, social involvement, positive racial identity and a sense of personal efficacy. The Education for Liberation Network works towards these goals by encouraging its members to share relevant information and resources.

Offering teaching materials on: African American History, Asian American Studies, Critical Consciousness, Labor History, LGBT History, Women’s History.

### **Swarthmore Language Bank**

<http://www.langbank.sccs.swarthmore.edu/>

Over 200 students in 38 languages currently conduct volunteer translations and interpretations for 20 non-profit organizations which serve immigrants and refugees in the Philadelphia area.

### **Loyola University**

#### **Loyola Diversity Resource Library**

<http://www.loyola.edu/academics/diversity/library/>

### **Conversations You Can’t Have on Campus—MIT**

<http://web.mit.edu/course/other/conversations/>

Although MIT has a very diverse population, students are often separated from each other by differences in race, ethnicity, gender or sexual orientation. They may become isolated in their own cultures, often developing and perpetuating misunderstandings and stereotypes about one another. Students may have little interaction with individuals who are different and they are unable to benefit from the rich and diverse student population on campus.

The purpose of these discussions is to help create awareness and respect for peoples' differences but, more importantly, to have fun exploring these differences. There are very few opportunities for meaningful interactions and connections among students from different racial, ethnic and gender groups. "Conversations You Can't Have on Campus" offers a safe place for students from different backgrounds and/or with widely varying opinions to argue, discuss and explore some of the difficult issues they encounter at MIT.

### **Diversity Education Program**

#### **UC Davis**

<http://diversity.ucdavis.edu/index.cfm>

The mission of the Diversity Education Program is to provide various educational opportunities for students, staff and faculty related to cultural awareness, the Principles of Community, and the development of a safe, respectful and inclusive campus environment. More specifically, the following programs and services are provided by the Diversity Education Program

Training workshops, presentations, and other educational activities that enhance further understanding of the multicultural nature of our campus community.

### **UC Davis Diversity Library**

[http://diversity.ucdavis.edu/books\\_videos.cfm?type=Book&t=w](http://diversity.ucdavis.edu/books_videos.cfm?type=Book&t=w)

## ***Injustice in Education***

### **Publications**

Bigelow, Bill and Bob Peterson. *Rethinking Globalization: Teaching for Justice in an Unjust World*. Rethinking Schools Ltd. 2002.

Deloria, Vine. *Power and Place: Indian Education in America*. Fulcrum Publishing, 2001.

Edgerton, Susan Huddleston. *Translating the Curriculum: Multiculturalism into Cultural Studies*. Routledge. 1997

Friere, Paulo. *Pedagogy of the Oppressed*. Continuum International Publishing Group. 2000.

Friere, Paulo. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Rowman & Littlefield Publishers, Inc. 2000.

Hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. Routledge. 1994.

Hooks, bell. *Teaching Community: A Pedagogy of Hope*. Routledge. 2003.

Kozol, Jonathan. *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. New York: Crown, 2005.

Mieir, Deborah and George Wood (eds). *Many Children Left Behind: How the No Child Left Behind Act Is Damaging Our Children and Our Schools*. Beacon Press. 2004.

Shor, Ira. *Empowering Education: Critical Teaching for Social Change*. University Of Chicago Press. 1992.

## Online Resources

### **Harvard Graduate School of Education**

#### **Facing Racism in Education**

This third edition of *Facing Racism in Education* continues the work begun in the first and second editions of this widely acclaimed book: breaking the silence about the experiences of people of color in education. The new volume features equal measures of classic essays from the previous two editions and new essays written since 1996. Together they offer a complex and compelling view of race in today's education world.

At a time when many in public life and public education are inclined to argue that racial issues and problems belong to a bygone era, this third edition of *Facing Racism in Education* makes clear the need for continued attention to and open discussion of race and education.

<http://www.gse.harvard.edu/hepg/facing.html>

#### **Facing History and Ourselves**

<http://www.facing.org/>

"Facing History and Ourselves" is a national educational and professional development organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry.

### **National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs**

#### **George Washington University**

<http://www.ncela.gwu.edu/>

Authorized under Title III of the No Child Left Behind Act of 2001 (NCLB), the National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA) supports the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) in its mission to respond to Title III educational needs, and implement NCLB as it applies to English language learners.

#### **NCELA Resource Collection**

<http://www.ncela.gwu.edu/>

This pdf file is a collection of evidence-based research, assessment and accountability, and guidance resources for Title III grantees, teachers, parents, administrators, researchers and policymakers.

"NCELA offers you this Guide in the hope that it will help your research, your studies, and your practice, for the effective education of limited English proficient students and in support of the quality education of all children."

# ***Race and Racism in History***

## **Publications**

Backhouse, Constance. *Colour-Coded: A Legal History of Racism in Canada, 1900-1950*. University of Toronto Press. 1999.

Berger, David. *History and Hate: The Dimensions of Anti-Semitism*. Jewish Publication Society of America. 1997.

Berry, Mary Frances. *Black Resistance White Law: A History of Constitutional Racism in America*. Penguin Books. 1995.

Berry, Mary Frances. *The Pig Farmer's Daughter and Other Tales of American Justice: Episodes of Racism and Sexism in the Courts from 1865 to the Present*. Vintage. 2000.

Churchill, Ward. *A Little Matter of Genocide: Holocaust and Denial in the Americas 1492 to the Present*. City Lights Publishers. 1998.

Churchill, Ward. *Struggle for the Land: Native North American Resistance to Genocide, Ecocide, and Colonization*. City Lights Publishers. 2002.

Foner, Phillip S. and Daniel Rosenberg (eds.) *Racism, Dissent, and Asian Americans from 1850 to the Present: A Documentary History*. Greenwood Press. 1993.

Frederickson, George M. *Racism: A Short History*. Princeton University Press. 2003.

Gjerde, Jon. *Major Problems in American Immigration and Ethnic History*. Houghton Mifflin Company. 1998.

Gonzalez, Manuel G. *Mexicanos: A History of Mexicans in the United States*. Indiana University Press. 2000.

Gutierrez, Jose Angel. *They Called Me "King Tiger": My Struggle for the Land and Our Rights*. Arte Publico Press. 2001.

Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. Touchstone. 1996.

Mosse, George L. *Toward the Final Solution: A History of European Racism*. Howard Fertig. 1997.

Okimoto, Gary Y. *The Columbia Guide to Asian American History*. Columbia University Press. 2001.

Rosales, Francisco A. *Chicano: The History of the Mexican American Civil Rights Movement*. Arte Publico Press; 2nd Rev Edition. 1997.

Ruiz, Vicki L. *From Out of the Shadows: Mexican Women in the Twentieth-Century America*. Oxford University Press USA. 1999.

Winston, Andrew S. *Defining Difference: Race and Racism in the History of Psychology*. American Psychological Association. 2003.

Wu, Frank H. *Yellow: Race in America Beyond Black and White*. Basic Books; Reprint edition. 2003.

Zinn, Howard. *A People's History of the United States 1492-present*. Harper Perennial Reprint. 2003.

### Online Resources

“‘Racism’: History of Hatred.” Kwame Anthony Appiah. August 4, 2002. University of California Santa Barbara. <http://aad.english.ucsb.edu/docs/appiah.html>

## **Books about Hurricane Katrina**

### **Hurricane Katrina: Response and Responsibilities**

By John Brown Childs, Editor. (January 2006)

This book compiles responses to the hurricane from more than 30 contributors, including community activists, sociologists, writers, and musicians. Some have been displaced by the hurricane and write about what they have lost. Others write from a distance, seeing patterns in the response to the hurricane that reflect a cultural bias of race and class. Together they offer not only critical assessments of what went wrong, but also hopeful conjecture about possibilities for the future of New Orleans, the Gulf Coast, and the United States.

### **Come Hell or High Water: Hurricane Katrina and the Color of Disaster**

By Michael Eric Dyson (February 2006)

While Dyson chronicles the hurricane and its aftermath, he also argues that the nation's failure to offer timely aid to Katrina's victims indicates deeper problems in race and class relations. Dyson's ultimate assertion is that Katrina exposed a dominant culture pervaded not only by "active malice" toward poor blacks but also by a long history of "passive indifference" to their problems.

*2005 Complete Guide to the Hurricane Katrina Disaster – Federal Reports, Government Response, Science Reports, Devastation to Louisiana, New Orleans, Mississippi, Alabama (DVD-ROM)*

By U.S. Government (January 15, 2006)

This electronic book is a collection of American government documents on the Hurricane Katrina disaster. Included is material from 26 federal agencies and departments, with in-depth national reports, technical and scientific data, and images. The more than 38,000 pages reproduced using Adobe Acrobat PDF software comes from privately compiled collections of official, public domain U.S. government files and documents.

*Hurricane Katrina: Social Consequences & Political Lessons*. The World Socialist Website Staff. Sheffield, England: Mehring Books Incorporated, 2005.

This pamphlet brings together 20 articles and statements published by the World Socialist Web Site in the immediate aftermath of Hurricane Katrina, presenting a preliminary assessment of the social significance and political implications of the disaster. The articles are presented chronologically, enabling the reader to follow the WSWS analysis and commentary as the events were unfolding.

Brash, Walter M. 'Unacceptable': The Federal Government's Response to Hurricane Katrina. North Charleston, South Carolina: BookSurge Publishing, 2006.

The emergency management response to Hurricane Katrina revealed more than just a failure of the Federal Emergency Management Agency, but systemic problems in all levels of government. In 'Unacceptable,' award-winning journalist Walter M. Brasch explores not only the facts of the disaster, but WHY the federal response was inefficient.

# ***Documentary Films***

Films that address social justice issues and human rights violations

Mardi Gras: Made in China  
The Corporation  
Paperclips  
Control Room  
You Can't Be Neutral on a Moving Train  
Born into Brothels  
The Brandon Teena Story  
After Stonewall  
Uncovered: The War in Iraq  
Fog of War  
OT: Our Town  
Roger and Me  
Miracles are Not Enough: Continuity and Change in Religion  
Girls Apart  
Children of Heaven  
Trembling Before G-D  
Baghdad ER  
Not Without My Veil: Women in Oman  
Brotherhood of Hate  
While America Watched: The Bosnia Tragedy  
Life and Debt  
The Power of Nightmares: Hying Terror for Fun, Profit and Power  
Ken Burns' series: American Experience  
Country Boys

## **Online Databases for Human Rights Documentaries**

Human Rights Film Directory

<http://db.lib.washington.edu/hrfilms/hrfilms.htm>

Use this rich database to research films that address different human rights and social justice issues. Although this inventory is connected with the University of Washington, take advantage of this dense resource and think about suggesting that your library purchase one of more of these films.

Bullfrog Films

[www.bullfrogfilms.com](http://www.bullfrogfilms.com)

Bullfrog Films is the oldest and one of the largest U.S. distributors of videos and films about world social issues such as globalization, immigration law, environment, consumerism, technology, women's studies, ethics, human rights, health science, indigenous peoples, and animal rights.

Docuseek

[www.docuseek.com](http://www.docuseek.com)

DocuSeek is a search site for independent documentary, social issue, and educational videos. DocuSeek allows you to simultaneously search several leading film distributors' complete collections, representing the highest quality documentary and instructional media, films and videos available

Mediarights.org

<http://Mediarights.org>

This nonprofit organization maintains the largest searchable list of social issue documentaries. Entries are submitted by a wide array of documentarians and distributors. Excellent source to verify the existence of a film. Descriptions are provided by the distributors or filmmakers.

Snowshoe Documentary Films: for social and economic justice

[www.snowshoefilms.com](http://www.snowshoefilms.com)

As an alternative to corporate media, Snowshoe Films is a dense resource featuring hundreds of documentaries that are immediately accessible with simple software. Subjects include religion, labor laws, human trafficking/slavery, health, veterans, resistance to war/imperialism.

PBS

[www.pbs.org](http://www.pbs.org)

PBS, headquartered in Alexandria, Virginia, is a private, non-profit media enterprise owned and operated by the nation's 349 public television stations.

### **Dramatic Films: Drama that deals with questions of difference**

(Including films that dramatize current or historical systems of injustice and individual experiences of discrimination)

Separate but Equal

Rachida

Powwow Highway

The Power of One

The Day After Tomorrow

City of God

Malcolm X

Turtles Can Fly

Aimee and Jaguar

The Color Purple

Iron Jawed Angels

The Whale Rider

In the Name of the Father

A Woman Called Moses

Vera Drake

Smoke Signals

Men with Guns

Bamboozled

American History X

Boys Don't Cry

Rabbit Proof Fence

Hotel Rwanda

A Civil Action

Osama

My Left Foot

A Price Above Rubies

Something the Lord Made

Laramie Project

The Station Agent

Ghandi

Europa Europ

## ***Human Rights and Literature***

### **Fiction**

Sherman Alexie—Lone Ranger and Tonto Fistfight in Heaven, Reservation Blues

Jamaica Kincaid—Annie John

Maxine Hong Kingston—China Men

Harper Lee—To Kill a Mockingbird

George Orwell—Animal Farm

Anthony Burgess—Clockwork Orange

Toni Morrison—The Bluest Eye, Beloved

Isabelle Allende—The House of Spirits

Gabriel Garcia Marquez—One Hundred Years of Solitude  
David Guterson—Snow Falling on Cedars  
Franz Kafka—The Metamorphosis, The Trial  
Alice Walker—The Color Purple, The Temple of My Familiar  
Ralph Ellison—The Invisible Man  
John Okada—No No Boy  
Leslie Marmon Silko—Almanac of the Dead  
Zora Neale Hurston—Their Eyes Were Watching God  
John Steinbeck—The Grapes of Wrath  
Joy Kogawa—Obasan  
Chang-Rae Lee—Native Speaker  
Maria Mazziotte Gillan, Jennifer Gillan—Identity Lessons  
Mildred Taylor—Roll of Thunder, Hear My Cry  
Art Spiegelman—Maus I, Maus II  
Upton Sinclair—The Jungle, Oil  
Khaled Hosseini—The Kite Runner  
Dorothy Alison—Bastard Out of Carolina  
James Baldwin—Go Tell it on the Mountain  
Buchi Emecheta—The Joys of Motherhood  
Richard Wright—Black Boy  
Maya Angelou—I Know Why the Caged Bird Sings  
Pearl S. Buck—The Good Earth  
Sinclair Lewis—Babbitt  
Tsitsi Dangarembga—Nervous Conditions  
Chinua Achebe—Things Fall Apart: A Novel, Home and Exile  
Nawal El Saadawi—God Dies by the Nile  
Harriet Beecher-Stowe—Uncle Tom’s Cabin  
Langston Hughes—Short Stories of Langston Hughes  
Dostoevsky—Brothers Karamazov  
Fitzgerald—Beautiful and the Damned

### **Science Fiction**

Octavia Butler—Wild Seed  
Ursula K. LeGuin—The Left Hand of Darkness  
Philip K. Dick—The Man in the High Castle  
Arthur C. Clark—Childhood’s End  
Ray Bradbury—Fahrenheit 451  
Aldous Huxley—Brave New World  
Sinclair Lewis—It Can’t Happen Here  
Hermann Hesse—The Glass Bead Game  
Kurt Vonnegut—Slaughterhouse Five, Cats Cradle  
George Orwell—Nineteen Eighty-Four

### **Memoir**

Frederick Douglass—Narrative of the Life of Frederick Douglass, An American Slave: Written by Himself  
Dorothy Day—The Long Loneliness  
Richard Rodriguez—Hunger for Memory: The Education of Richard Rodriguez  
Bell hooks—Where We Stand: Class Matters  
Farah Ahmedi—The Story of My Life: An Afghan Girl on the other side.  
Claude Brown—Man Child in the Promised Land  
Malcolm X—The Autobiography of Malcolm X  
Maxine Hong Kingston—Woman Warrior

Latifa—My Forbidden Face: Growing up Under the Taliban

### **Non-Fiction**

Pat Hill Collins—Fighting Words: Black Women and the Search for Justice

Ward Churchill—*A Little Matter of Genocide: Holocaust and Denial in the Americas 1492 to the Present*

Norman Mailer—The Executioner's Song

Leila Abouzeid—Year of the Elephant

Howard Zinn—A People's History of the United States, You Can't Be Neutral on a Moving Train, The Politics of History

Pablo Nerudo—Nobel Prize Acceptance Speech: "Toward the Splendid City"

Martha Nussbaum—Frontiers of Justice: Disability, Nationality, Species Membership

Cornell West—Prophecy Deliverance!

Frances Fox Piven and Richard A. Cloward—Poor People's Movement: Why They Succeed, How They Fail

Donald L. Fixico—The American Indian Mind in a Linear World

Carter Heyward—Our Passion for Justice: Images of Power, Sexuality and Liberation

### **Poetry**

Francis Ellen Watkins Harper—"Bury Me in a Free Land"

Maya Angelou—"Still I Rise"

Langston Hughes—"I've Known Rivers"

Countee Cullen—"The Black Christ"

Anna Akhmatova—"The Requiem"

### **Plays**

Arthur Miller—Death of a Salesman, The Crucible

Sophocles—Antigone

Ariel Dorfman—Voices From Beyond the Dark

## ***Projects, Non-Profits and Other Collectives Addressing Social Justice Issues***

<http://www.movingideas.org>

Fellowship of Reconciliation

<http://www.forusa.org>

Catholic Social Justice

<http://www.networklobby.org>

Civil Right Book Club

[http://www.civilrights.org/research\\_center/book\\_club.html](http://www.civilrights.org/research_center/book_club.html)

Anti-racism net

[http://www.antiracismnet.org/arn/about\\_us.html](http://www.antiracismnet.org/arn/about_us.html)

Harvard Civil Rights Project

<http://www.civilrightsproject.harvard.edu/aboutus.php>

POWER: People Organized to Win Employment Rights  
<http://www.unite-to-fight.org/>

Right to Vote  
<http://www.righttovote.org/>

Transform Columbus Day—Indigenous People’s Day  
<http://www.transformcolumbusday.org/>

Environmental Justice Resource Center—Clearing House  
<http://www.ejrc.cau.edu/>

A research, policy, and information clearinghouse on issues related to environmental justice, race and the environment, civil rights, facility siting, land use planning, brownfields, transportation equity, suburban sprawl, and Smart Growth.

## ***Online Articles on Power, Privilege and Difference***

“The Global Privileges of Whiteness.” Kendall Clark. 28 June 2001.  
<http://monkeyfist.com/articles/764>

“My White Problem—And Ours.” Kendall Clark. 8 January 2001.  
<http://monkeyfist.com/articles/734>

“Beyond Welfare Queens: Developing a Race, Class and Gender Analysis of Welfare and Welfare Reform.” Chris Crass. <http://colours.mahost.org/articles/crass6.html>

“White Privilege: Unpacking the Invisible Knapsack.” Peggy McIntosh.  
<http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html>

“Fear of ‘the other’”. October 1999. Diversity Education Program.  
[http://diversity.ucdavis.edu/articles/article\\_03.cfm](http://diversity.ucdavis.edu/articles/article_03.cfm)

### **Artistic Expression of White Privilege**

“Black Eyes, White Lies.” Colin Williams. 14 April 2001. <http://monkeyfist.com/articles/750>

Collin Williams is an artist, art historian who lives and works in Houston, Texas.

### **Affordable Housing**

“*Barriers to Housing—Race, Place and Home: A Civil Rights and Metropolitan Opportunity Agenda.*” Lisa Robinson and Andrew Grant-Thomas.

[http://www.civilrightsproject.harvard.edu/research/metro/barriers\\_housing.php](http://www.civilrightsproject.harvard.edu/research/metro/barriers_housing.php)

### **Race and Education**

Harvard University Civil Rights Project

“The Unraveling of No Child Left Behind:

How Negotiated Changes Transform the Law” Gail Sunderman.

[http://www.civilrightsproject.harvard.edu/research/esea/nclb\\_unraveling.php#report](http://www.civilrightsproject.harvard.edu/research/esea/nclb_unraveling.php#report)

## **Online Resource Libraries**

**Racism. No Way.  
Library**

<http://www.racismnoway.com.au/library/>

**Diversity Exchange Library**

<http://www.diversityexchange.com>

**UC Davis Diversity Library**

<http://diversity.ucdavis.edu/index.cfm>

**Diversity Exchange Library**

<http://www.diversityexchange.com>

**Loyola University**

**Loyola Diversity Resource Library**

<http://www.loyola.edu/academics/diversity/library/>

**University of Minnesota**

**Human Rights Resource Center**

<http://wwwserver.law.wits.ac.za/humanrts/160.94.193.60/default.htm>

**Human Rights Resource Library**

<http://wwwserver.law.wits.ac.za/humanrts/>

**Applied Resource Center**

<http://www.arc.org>

**University of the Poor**

<http://www.universityofthepoor.org/>

**Institute for Social Equality  
Online Library**

<http://www.social-ecology.org/>

**Center for Civil Society Online Library  
University of KwaZulu-Natal, South Africa**

<http://www.ukzn.ac.za/ccs>

**Human Rights Internet**

<http://www.hri.ca/index.aspx>

**University of Minnesota**

**University of Minnesota Human Rights  
Library**

<http://www1.umn.edu/humanrts/index.html>

**Princeton University**

**E-Books by Subject**

<http://www.pupress.princeton.edu/ebooks.html>