

Edible Schoolyard Anti-Oppression Resource List

This list includes articles, books, blogs, websites and resource lists, videos, and activities that explore race, racism, and social justice issues. Compiled by the Edible Schoolyard Berkeley, this list is a cross-section of resources we have used as an organization and as individuals to further educate ourselves. Resources include a variety of perspectives and voices, but focus especially on anti-racism resources for white people. Readings are organized alphabetically by author's last name.

Articles

1. [Anonymous, "Guilt and Shame"](#)
2. [James Baldwin, "White Supremacy and the United States" \(1963 speech\) \[audio here\]](#)
3. [Joshua Block, "Educate to Liberate: Build an Anti-Racist Classroom"](#)
4. [Janet Carter, "Why I Write About This Stuff"](#)
5. [Gina Crosley Corcoran, "Explaining White Privilege to a Broke White Person..."](#)
6. [Robin J. DiAngelo, "My Class Didn't Trump My Race: Using Oppression to Face Privilege"](#)
7. [Robin J. DiAngelo, "White Fragility and the Rules of Engagement"](#)
8. [Susan B. Goldberg and Cameron Levin, "Towards A Radical White Identity"](#)
9. [Keith Heggart, "Developing a Growth Mindset in Teachers and Staff"](#)
10. [Kali Holloway, "11 Things White People Can Do To Be Real Anti-Racist Allies"](#)
11. [bell hooks, "Love As The Practice of Freedom"](#)
12. [Paul Kivel, "Uprooting Racism: The Cost of Racism to White People"](#)
13. [Nicolas Kristof, "The Asian Advantage" in NYT](#)
14. [Kevin K. Kumashiro, "Towards A Theory of Anti-Oppressive Education"](#)
15. [Audre Lorde, "Age, Race, Class and Sex"](#)
16. [Willie Lynch, "The Making Of A Slave"](#)
17. [Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack"](#)
18. [Mia McKenzie, "The Difference Between Real Solidarity and Ally Theatre"](#)
19. [Elizabeth A. Reyes, "Whose Culture Is It Anyway?"](#)
20. [Thandeka, "The Cost of Whiteness"](#)
21. [Jamie Utt, "10 Ways Well-Meaning White Teachers Bring Racism Into Our Schools"](#)
22. [JJ Zarrillo, "How Culture Shapes Learning"](#)

Books

[Beverly Daniel Tatum, *Why Are All The Black Kids Sitting Together In The Cafeteria?*](#)

This book outlines racial identity development and the challenges with having meaningful conversations on race.

[Kim Case, "Deconstructing Privilege: Teaching and Learning as Allies in the Classroom"](#)

This edited collection explores best practices for effective teaching and learning about various forms of systemic group privilege such as that based on race, gender, sexuality, religion, and class.

[Ta-Nehisi Coates, *Between the World and Me*](#)

This book is written as a letter to the author's teenaged son about the feelings, symbolism, and realities associated with being black in the United States.

Blogs

[BDG - "Black Girl Dangerous"](#)

This blog features a huge variety of writing that focuses on social justice from the perspective of queer and trans people of color.

[Colorlines](#)

"A daily news site where race matters, featuring award-winning investigative reporting and news analysis. Published by Race Forward, a national organization that advances racial justice through research, media and practice." - Colorlines website

[Good Little White Girl](#)

A blog kept by Bay Area resident Janet Carter in which she investigates how she learned to be white growing up in a white liberal family in Vermont of the 1950s and 60s.

Websites / Resource Lists

[African American Intellectual Historical Society - Charleston Syllabus](#)

A list of readings compiled after the mass shooting that took place at Emanuel AME Church in Charleston, SC in 2015. Specifically made for educators "to broach conversations in the classroom [on race and racism]. These readings provide valuable information about the history of racial violence in this country and contextualize the history of race relations in South Carolina and the United States in general. They also offer insights on race, racial identities, global white supremacy and black resistance."

[Brown University - Culturally Responsive Teaching](#)

This compilation of short readings outlines seven aspects of culturally responsive teaching - "a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning."

[Curriculum For White Americans To Educate Themselves on Race and Racism](#)

A list of resources compiled by Seattle author and educator Jon Greenberg specifically meant for white Americans to educate themselves on race and racism.

[It's Pronounced Metrosexual - "The Genderbread Person"](#)

This website offers a wealth of resources designed to help advance social equity. Specifically relevant to our work at the Edible Schoolyard is "[The Genderbread Person](#)," an easy-to-understand "edu-graphic" of a fluid, non-binary model of gender and sexuality.

[Training For Change - Tools](#)

Resources for trainers, teachers or facilitators. Topics include Diversity &

Anti-Oppression, Team Building, Organizing & Strategy, Meeting Facilitation & Better Trainings, Nonviolent Action, Third-Party Nonviolent Intervention, and more.

[White Noise Collective - Resource List](#)

An extensive list of online readings mostly focused on issues of privilege and oppression in relation to race, gender, and the intersection between the two.

Videos

1. [Carol Dweck, "Developing a Growth Mindset"](#)
2. [Civil Schools ft. Jamie Utt, "Teacher Identity, Culturally Responsive Teaching, and Microaggressions"](#)

Activities To Do

[Harvard University: Project Implicit - Personal Bias Test](#)

Project Implicit offers a variety of personal bias tests online, including tests that relate to racial, gender, and sexuality bias - a great resource for becoming aware of unconscious bias.

[Paul Kivel - "Where Are You In The Class System?"](#)

[Purdue University - Knowledge of Cultural Self-Awareness Assignment](#)

This activity offers a framework for becoming aware of your own level of cultural self-awareness. They define cultural self-awareness as "at the minimum, understanding your own culturally determined identity, rules, and biases," and eventually leading to a greater comfort with new cultural perspectives.

Quotations

"I want non-target people to receive the raw expressions of anguish, outrage, terror and all their variations and constituent emotions from target people without defending, diverting, denying, but to just receive it and just be affected. If only I could get them to not go to guilt so fast."

— Isoke Femi, from "Let the Church Say Amen: Revitalizing Psychology through Call and Response"

"The great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do...It is to history we owe our frames of reference, our identities, and our aspirations. And it is with great pain and terror that one begins to realize this. In great pain and terror one begins to assess the history which has placed one where one is and shaped one's point of view. In great pain and terror because, therefore one enters into battle with that historical creation, Oneself, and attempts to recreate oneself according to a principle more humane and more liberating; one begins the attempt to achieve a level of personal maturity and freedom which robs history of its tyrannical power, and also changes history."

— James Baldwin, "White Man's Guilt," 1965

“It really boils down to this: that all life is interrelated. We are all caught in an inescapable network of mutuality, tied into a single garment of destiny. Whatever affects one directly, affects all indirectly.”

— Dr. Martin Luther King Jr.

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, Who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you not to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.”

— Marianne Williamson