

Resource Page

The Power of Empathy: A Conversation with Action

The University of Houston is a diverse community that has a responsibility to help educate and heal our campus and larger Houston community regarding systemic racism. As a part of the university's shared values, we seek diligently to, identify and respond to the economic, social and cultural challenges affecting the quality of life in the city of Houston, the state of Texas and the world through our education, research and service. It is our duty to support our colleagues and students during these times of civil unrest. On this page we have compiled resources which include publications, videos, guides, podcasts as well as information that could be added to your syllabus. This is a starting point as we work to support the most vulnerable members of our community with integrity and empathy. Our underrepresented minority students and colleagues deserve to have a voice, work and go to school in an inclusive, equitable and comfortable environment. It is our hope that these resources serve as a place to initiate engagement in the necessary knowledge of race concerns.

Scholarly Publications

- Blending Content and Contact: The Roles of Diversity Curriculum and Campus Heterogeneity in Fostering Diversity Management Competency by Derek R. Avery and Kecia M. Thomas
- Linder, C., Harris, J. C., Allen, E. L., & Hubain, B. (2015). Building inclusive pedagogy: Recommendations from a national study of students of color in higher education and student affairs graduate programs. *Equity & Excellence in Education*, 48(2), 178-194.
- Diversity training: examining minority employees' organizational attitudes by Judy Waight, Juan M. Madera
- Quaye, S. J., & Harper, S. R. (2007). Faculty Accountability for Culturally Inclusive Pedagogy and Curricula. *Liberal Education*, 93(3), 32-39.
- Chancellor, R. L. (2019). Racial Battle Fatigue: The Unspoken Burden of Black Women Faculty in LIS. *Journal of Education for Library and Information Science*, 60(3), 182-189.
- Charbeneau, J. (2015). White faculty transforming whiteness in the classroom through pedagogical practice. *Race Ethnicity and Education*, 18(5), 655-674.
- Nishi N. W. & Matias C. E. & Montoya R. & Sarcedo G. L., (2016) "Whiteness FAQ: Responses and Tools for Confronting College Classroom Questions", *Journal of Critical Thought and Praxis*.
- Creating an Anti-Racist Classroom, Reflections to level the playing field By Danielle Moss Lee
- Eight Actions to Reduce Racism in College Classrooms By Shaun R. Harper and Charles H. F. Davis III
- How Higher Ed Can Fight Racism: 'Speak Up When It's Hard' By Francie Diep

Resource Page

Books

- An Antiracist Reading List by Ibram X. Kendi
- Between the World and Me by Ta-Nehisi Coates
- Cognitive Reserve and Racial Privilege in STEM by Méliase Edwards
- Cutting School: The Segrenomics of American Education by Noliwe Rooks, Africana Studies and Research Center
- [Dismantling White Privilege: Pedagogy, Politics, and Whiteness](#) by Nelson Rodriguez and Leila E. Villaverde
- [Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities](#) by Craig Wilder
- Excluded by David Asai, Journal of Microbiology Education
- Faculty incivility: The rise of the academic bully culture and what to do about it by Twale, D. J., & De Luca, B. M.
- How to Be an AntiRacist by Ibram Kendi
- So You Want to Talk About Race by Ijeoma Oluo
- [Stamped From The Beginning: The Definitive History of Racist Ideas in America](#) by Ibram X. Kendi
- [The Fire Next Time](#) by James Baldwin
- [The New Jim Crow](#) by Michelle Alexander
- To Learn Inclusion Skills Make it Personal by David Asai, *Nature*
- Toward Inclusive STEM Classrooms: What Personal Role Do Faculty Play? By Tess L. Killpack and Laverne C. Melón
- What I Learned About Being a Black Scientist by Neil Lewis, Jr.
- [White Fragility: Why It's So Hard for White People To Talk About Racism](#) by Robin DiAngelo
- Your Black Colleagues May Look Like They're Ok — Chances Are They Are Not by Danielle Cadet
- [The Possessive Investment in Whiteness: How White People Profit from Identity Politics](#)

Videos

- Color Blind or Color Brave?
- [How Structural Racism Works](#)
- [How Studying Privilege Systems Can Strengthen Compassion](#)
- Let's get to the root of racial injustice

Resource Page

- Race, Education and Democracy
- The Urgency of Intersectionality

Short Films

- 26 Mini-Films for Exploring Race, Bias and Identity with Students
- Amazon Prime: “The African Americans: Many Rivers to Cross” (a PBS show with 6 episodes) and “Black America Since MLK: And Still I Rise” (a PBS show with 4 episodes) and “The Uncomfortable Truth”
- Kanopy (free streaming app for UH faculty, staff, and students): “Birth of a Movement”; “Race: The Power of an Illusion”; the “Central Park Five” by PBS;
- Systemic racism explained
- Trevor Noah: George Floyd, Minneapolis Protests, Ahmaud Arbery & Amy Cooper

Movies

- A Conversation of Race and Privilege
- Black Feminism & the Movement for Black Lives: Barbara Smith, Reina Gossett, Charlene Caruthers
- The 13th

Podcasts

- About Race
- Momentum: A Race
- Speak out with Tim Wise

Syllabus Design

A syllabus helps set the tone for what is expected in class and establishes an early introduction of your beliefs about systemic racism. It also allows you to acquaint students with the logistics of the course. It defines faculty expectations for successful outcomes. Additionally, it can serve as a conceptual framework, describing available learning resources for systemic racism while serving as a learning contract. Below are some suggested statements to consider as you build your new syllabi.

- Always feel free to express yourself. Even if you disagree with other students or the professor.

Resource Page

- Be respectful of others. That does NOT mean that you must agree with them. Rather, frame your disagreement as a dissention of opinion as opposed to a personal attack.
- Personal attacks will not be tolerated! There will be no name calling; such behavior will be cause for dismissal from class.
- Listen to one another. You are likely to learn more from one another than you do from our readings. However, that requires that you actively listen to one another to understand each other's perspective.
- Wait your turn. Students tend to get very passionate during discussions of the material that we will cover. When this happens, refer to me and I will direct traffic so that everyone gets an opportunity to speak and be heard.
- Do not take dissenting opinions personally. You cannot learn if all you expect to hear is your own opinion. Others will disagree; discussion of those disagreements is when learning takes place. Do not take it personal.

Additional Guides

- [Diversity Best Practices: Upstanding Against Racism](#)
- [Becoming Anti-Racist: Being a Better advisor, lab mate, and friend to your Black colleagues](#)

UH Service Learning

- Cougar Initiative to Engage
- Advancing Community Engagement and Service Institute