

# Sabbatical Project 2022

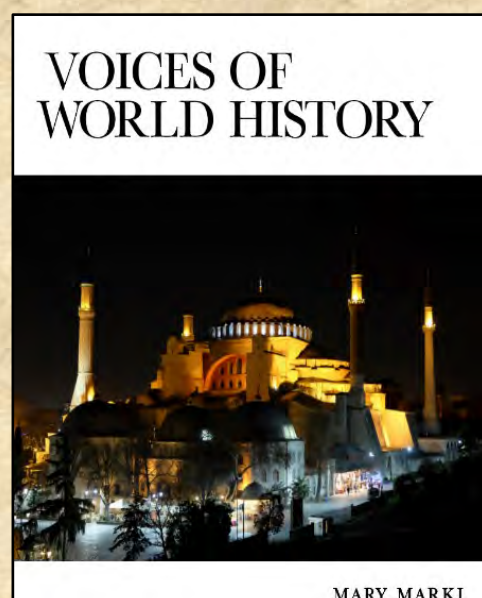
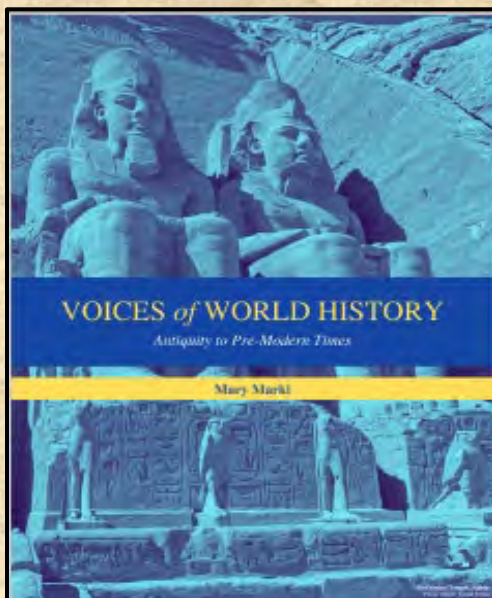


## SABBATICAL

### *2022 Sabbatical Report*

*by*

**Mary Marki**



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## Sabbatical Project 2022 for Mary Marki

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# I. SECTION 1: Original Approved Sabbatical Proposal for 2022

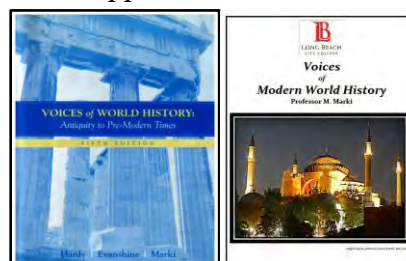
## Long Beach City College *Revised Sabbatical Leave Proposal*

**Mary M. Marki**  
**Professor of History**  
**Sabbatical for 2022**  
**October 30, 2020**

### 1. Briefly state the purpose of your sabbatical leave.

The purpose of my sabbatical is three-fold:

1. Conduct research within my fields of U.S. and World History through reading academic articles, journals, and monographs concerning anti-racist pedagogy. In the field of History, I will be exploring the history of racism, minority perspectives, and ethnic studies to add diverse content to my classes so students see themselves reflected in the curriculum to increase rates of student success (Reading List 1). Additionally, I will look at discourse on anti-racist pedagogy in general to introduce more equitable instructional practices into my classes (Reading List 2). I will compile links and create abstracts on the most pertinent research which will be shared with colleagues on a faculty resource page I create as part of my sabbatical.
2. Expand student equity efforts by working with Library faculty and FPD to create a faculty resource page that will include links and abstracts to the most relevant books, articles, and presentations pertaining to anti-racist pedagogy applicable to various disciplines (Reading List 2). See Statements of Support from FPD, Library faculty, and the Student Equity Coordinator on pages 4-5.
3. Revise and create online versions of my two *Voices of World History* texts, which are world history course readers involving a compilation of primary sources (documents from a specific historic era). The goal is to eliminate costly royalty-based excerpts from the first volume to produce either a no-cost or low-cost text for my students. I will also create online versions for both volumes for easy access in Canvas and possibly in our library research database. See page 12 for examples of primary sources listed in the table of contents. See Statement of Support from Librarian David Goto on page 5.



Images of *Voices of World History* texts

My goals for this sabbatical are to improve equitable instruction on campus for our students, evolve as a historian and a teacher, and share my work with other faculty to raise student success rates. In this contemporary era where white privilege and culturally embedded racism is driving political discourse and social justice movements, there is a need to explore anti-racist strategies for the classroom to better

serve our diverse student population. Reading List 1 will be utilized to conduct research that emphasizes histories of people of color and ethnic studies in general to help me diversify my curriculum so students connect with the material and are more successful in my courses. Reading List 2 will be used to find the most relevant resources regarding anti-racist pedagogy and practices to create anti-racist strategies for the classroom. I will produce an annotated bibliography based on the two reading lists and develop a faculty resource page housed on the LBCC Library website with links and abstracts to the most valuable resources involving anti-racist pedagogy. I have already established partnerships with faculty leaders involved in equity work on campus to make this faculty resource page available to the greater campus community. See Statements of Support on pages 4-5. Assessing new academic sources, performing research, and cultivating new material for the classroom in the field of history are vital activities for a professional historian in order to stay current within the field. In addition, identifying new and relevant discussion topics to engage students and inform them of current theories and debates within the field of history are essential to a classroom teacher. This research will not only enhance the classroom experience for my students; the resources will be made available to provide anti-racist teaching strategies for all faculty.

## **2. Details of sabbatical leave.**

1. I will spend about half my sabbatical leave reading and conducting research on the history of racism, minority perspectives, and anti-racist pedagogy in the field of history and in teaching generally while creating an annotated bibliography and an abstract detailing the research accomplished. I compiled extensive reading lists below based on input from various resources, including Dr. Mc Tygue, the Executive Director of the California History-Social Science Project (CHSSP) and several UC regional site directors who are on the forefront of creating the new ethnic studies curriculum for K-14 teachers across the state. I also added relevant readings based on recommendations from prominent ethnic studies university websites, and in consultation with my colleagues who are specialists in Native American, Asian, Black, and Chicano Studies. During my sabbatical, I will utilize these sources to broaden my knowledge as an historian and add diverse content to my classes. Secondly, I plan to collaborate with faculty from the Library involved in student equity efforts with the goal of creating a resource page with links and abstracts to the most relevant books, articles, and presentations on anti-racist pedagogy which will be made available to all faculty. Finally, I will revise my two volumes of *Voices of World History*, in order to eliminate costly royalty-based excerpts and producing a no-cost or low-cost online text to increase accessibility for students.
2. During my sabbatical year I will spend my time reading academic articles, journals and publications on current scholarship concerning minority perspectives and ethnic studies in the fields of U.S. and World History as well as anti-racist pedagogy across disciplines. I was hired in 2005 as a world historian and teach both World and U.S. History courses. In recent years, the state requirements for teaching K-12 American History has experienced major revisions, addressing the need for diversity of content in the classroom. In 2016, Governor Jerry Brown signed AB2016, requiring the California's Instructional Quality Commission to provide resources to educators involving ethnic studies curriculum in order to add a much-needed diversity component. In August 2020, California passed Assembly Bill 331, which distinguishes California as the first state requiring all students to meet an ethnic studies requirement for

graduation.<sup>1</sup> The new state curriculum will begin the process of adoption starting in 2021 while the graduation requirement will be in place for the graduating class of 2029-2030.<sup>2</sup> This is part of a larger initiative to increase diversity in the state curriculum to promote inclusion of histories that reflect the diverse population of the state and community college curriculum should reflect this change. While I currently sit on the advisory board for the California History-Social Science Project (CHSSP) as the community college representative and am aware of new shifts in the K-16 model of History-Social Science education, so many changes are happening so quickly that I am unable to maintain current in these fields. Although I do read and research on academic breaks, I do not have the time necessary to stay current in all the subject matters I cover in my classes as well as how to bridge the gap between the K-12 and community college history curriculum. Finally, considering the current political climate, there is a need to delve into the history of racial strife in United States to comprehend how we arrived to this place in time and how to move forward in a productive way.

3. I plan to revise my first and second volume of my world history reader, *Voices of World History*, so they include mostly openly licensed primary sources to create either no cost or low-cost texts that are easily accessible online to better serve my students and the campus community. I received an email of support from librarian David Goto to explore how we might make some of these primary sources available on the Library resource website and thus available to the campus community. See Statement of Support on page 5.

### **Statements of Support.**

Below are Statements of Support from:

- Dr. Lawrence, Student Equity Coordinator
- Dr. Seth, Library Department Head
- Suman Mudunuri, Faculty Professional Development Coordinator
- David Goto, LBCC Librarian

Dr. Lawrence, our current Student Equity Coordinator, reviewed my proposal and said it is a great project. In his statement of support below, he mentions my sabbatical project is in alignment with the 2019-2022 Student Equity Plan.

Dr. Seth, the Library Department Head and Suman Mudunuri, the Faculty Professional Development Coordinator, have agreed to work with me during my 2022 sabbatical. The Library Department offered to house the faculty resource page I will create on the Library website and give additional support as needed, as my sabbatical project would build on the Library's recent equity efforts creating similar resource pages on Black Lives Matter and Latinx Heritage.

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<sup>1</sup>Agrawal, Nina. "Overruling Cal State Trustee, Newsom approves ethnic studies requirement." Los Angeles Times. August 17, 2020. Accessed August 04, 2020. <https://www.latimes.com/california/story/2020-08-17/gavin-newsom-ethnic-studies-cal-state-ab-1460>

<sup>2</sup>Fensterwald, John. "California to require ethnic studies to graduate high school under bill headed to Gov. Newsom." EduSource. September 1, 2020. Accessed on August 01, 2020. <https://edsources.org/2020/california-to-require-ethnic-studies-to-graduate-high-school-under-bill-headed-to-gov-newsom/639432>

## Statement of Support: Dr. Lawrence, Current Equity Coordinator

Sabbatical Proposal

← REPLY   ← REPLY ALL   → FORWARD   ⋮



Matthew Lawrence

Fri 10/23/2020 3:02 PM

Mark as read

To: Mary Marki;

Hi Mary,

You probably haven't heard, but I am completing my term as Student Equity Coordinator this semester. So I will not be able to collaborate on your project in 2022. Nevertheless, I have reviewed your sabbatical proposal. It looks like a great project. The research and development of antiracist pedagogy is very much in alignment with LBCC's 2019-2022 Student Equity Plan which designates professional development around equitable pedagogy as a key activity in our planning toward improving student retention and transfer.

Since we do not yet have a Student Equity Coordinator designated for next year and beyond, I would suggest that you contact Suman Mudunuri, our FPD Coordinator. There is extensive overlap between Student Equity and FPD on such issues, and perhaps she can make your project available to the faculty when you are finished.

Best wishes on your project,

**Matt Lawrence, Ph.D.**

*Student Equity Coordinator*

*Professor of Philosophy*

*School of Social Science & Arts*

*Long Beach City College*

*Office Location: LAC-T2353*

*(562)938-4805*

*He/his/him*

## Statement of Support: Dr. Seth, Department Head, Library



Ramchandran Sethuraman

Wed 10/21/2020 10:59 AM

Mark as unread

To: Mary Marki;

Cc: Jeffrey Sabol; Colin Williams; Chrysalis Baldonado;

- This message was sent with high importance.
- You replied on 10/21/2020 11:47 AM.

Dear Professor Mary Marki,

Thank you for your kind email. Your email brings back as you mentioned a flood of fond memories. We worked together at the Academic Senate, and we worked with Dr. Colin to craft a customized information competency for the History discipline. Your sabbatical project is not only timely but so relevant if we are serious about bridging the gap in our pedagogy and create a teaching strategy that comes across to students of color; and instead of talking over them we can dialog with them using tools of experience and discourse that is the life and blood of their daily lives and their perpetual struggles to fit into an academia that is so alien to their upbringing. I'm transitioning myself into teaching postcolonial literature sometime in the future at CSULB "if " they think I'm worthy enough to be hired as an adjunct. But I have to wait until the COVID-19 is behind us so that my forays into teaching literature is first in a classroom setting! It has to be a long and patient wait until then.

Meanwhile, I'm reading a lot in this area that also covers anti-racist discourse as well and I will be only too happy to assist you in my small way on your sabbatical project. Of course, once you have a polished and finished project, a stellar performance we have always been treated to by you in everything you do for the College, we will prominently display it on our Library homepage and students and faculty will have easy access to your whole project. The good news is that Dr. Lee Douglas our previous Dean before he left and subsequently we were moved again to Health Sciences under Dr. Paul Creason was able to get approval for our outstanding System's Librarian, Jeff Sabol, to manage our homepage and so we have full latitude and freedom to design it the way we want, with of course keeping the main template of the College to be consistent and uniform! I can't wait to see your wonderful work so that we can all benefit and learn from it, especially in reaching out to students of color in a meaningful and enduring way. Regards as always, and so nice to hear from you! You can always reach me anytime on my cell if you want to chat: 562-253-1497. I look forward to chatting with you soon.


Dr. Seth

Ramchandran Sethuraman, Ph.D.  
Professor/Library Department Head  
Long Beach City College Library  
1305 E. Pacific Coast HWY  
Long Beach, CA 90806  
Ph: 562-938-3115/4582  
Email: [rsethuraman@lbcc.edu](mailto:rsethuraman@lbcc.edu)

## Statement of Support: Professor Mudunuri, Faculty Professional Development Coordinator

Important Question About FPD Support

← REPLY   ← REPLY ALL   → FORWARD   ⋮

 **Suman Mudunuri**  
Tue 10/27/2020 8:53 AM

Mark as read

To: Mary Marki;

Hi Mary,


Sorry I am late getting back to you and I missed your call. This is a great Sabbatical proposal. Is it similar to what the library has done for Black Lives Matter and Latinx heritage month? Thank you for your focus on making sure the REAL history of this country. I am open and willing to work with you as much as you need.

Let me know how I can help.

**Suman Mudunuri, MBA**  
*Professor, Computer and Office Studies*  
*Faculty Professional Development Coordinator*  
*She/Her/Hers*

## Statement of Support: Librarian David Goto

←   ←   →

 **David Goto**  
Wed 10/21/2020 2:24 PM  
Inbox

Mark as unread

Thank you, Mary.

Your project proposal is very impressive! I like your effort to have an online version of your textbook. Your students and colleagues will greatly appreciate it! Once it is completed, would it be possible if it could be included in our growing online collection? Only if there are no copyright issues.

The resource page will be a great addition to the Library website. As long as the articles are linked to our databases (requiring a LBCC ID number and last name), we will be able to remain within the copyright.

If you have any questions or suggestions we are here to assist you!

Best regards,  
David

### 3. Timeline.

During my sabbatical in 2022, I plan to employ my traditional on-campus work schedule which is between 8:30am to 3pm each weekday to complete my project. During that time, I will accomplish the following goals:

#### January to March of 2022:

- I will locate the articles and texts on my two reading lists below from LBCC collections, local universities, and online university websites.
- I will meet with the Library Department Head and librarians to discuss the acquisition of the most relevant sources on my reading lists that are unavailable in order to possibly add them to LBCC's permanent collections at the Library.
- I will meet with Library and FPD colleagues to establish a monthly timeline to create our faculty resource page and discuss first and future steps.
- I will begin to research on ethnic studies discourses in the readings lists below to find diverse content to add to my U.S. and World History classes.
- I will begin reviewing primary sources in my *Voices of World History* readers and omit those readings which require payment of royalties.

#### March to June:

- I will continue to review the content on my reading lists and begin to tailor the list to include the most pertinent and available readings on anti-racist pedagogy for the faculty resource page.
- I will work on locating free links to these resources and meet with faculty from the library to determine how to access paid content.
- I will collaborate with Library faculty to determine the design and layout for the page. I will begin to write up abstracts on the most pertinent resources included in my final reading lists below and will meet with the Library and FPD faculty to discuss how we can best showcase the recommended faculty resources on the Library website.
- I will continue to go through the readings involving the history of racism, minority perspectives, and ethnic studies and select appropriate resources for lesson plans for my U.S. and World History courses.

#### August to October:

- I will continue developing the faculty resource page work, focusing on design and uploading content and creating links to free resources.
- I will follow up with Library faculty on collections that need to be purchased.
- I will also seek additional input from the Equity and FPD faculty coordinators to discuss making these resources available on their Canvas pages or collaborating to offer workshops for faculty on this new resource.
- I will continue to research the history of racism and minority perspectives, considering developing new curriculum and assignments for my classes.

#### October to December:



- I will ensure the anti-racist pedagogy faculty resource page will be live with abstracts and links to each source.
- I will contact department chairs to see if they would like a presentation on this faculty resource at department meetings in the spring of 2023 when I return from sabbatical.
- I will finalize the revised new content and assignments created for my U.S. and World History courses and embed them in my Canvas pages.
- I will add the no-cost content from the revised online texts for my two volumes of the *Voices of World History* readers to my Canvas shell so students will have free access to these readings starting in spring 2023.
- Finally, I will collaborate with our Library colleagues to see if we could make the final product of the digital versions of the *Voices of World History* texts also available for students and faculty on the Library databases.

#### **4. Benefits which contribute to professional development.**

According to the current Student Equity Coordinator, my sabbatical project is in line with the professional development goals of LBCC's 2019-2022 Student Equity Plan, which states that equitable pedagogy is a key component to improve student retention and transfer. Creating a faculty resource page with links and abstracts to the most relevant articles, presentations, and resources on anti-racist pedagogy would promote anti-racist pedagogy in the classroom and add to our equity initiatives on campus. Also, the current Faculty Professional Development Coordinator stated she is willing to collaborate with me to explore how we can utilize this page for plans involving faculty professional development. Finally, I plan to offer a workshop for the School of Social Science introducing faculty to this resource to promote professional development in our area.

Additionally, as an academic historian, reading and research are vital to the profession and imperative in staying current in the field. Professionally, I will benefit as a historian by enhancing my knowledge and background of historical events specifically seen through the lens of diverse narratives and minority perspectives. This would better align LBCC and Long Beach Unified curriculum as K-12 prepares to introduce ethnic studies due to state initiatives that require ethnic studies to be added to K-12 curriculum. My research will help keep me abreast to current topics and debates that impact my students; it will also make my class lectures more relevant and timelier.

#### **5. Benefits to the college and students in relation to my assignment.**

Faculty across disciplines will benefit by having a resource page to quickly find the links and abstracts on the most relevant presentations and articles on anti-racist pedagogy to develop relevant strategies to improve equity in classrooms across campus. Students will benefit from the research I will conduct as it will expose them to current debates, diverse content, and more pertinent discussion topics that will enhance their classroom experience.

#### **6. List and describe the specific, tangible products you will bring to the college within 90 days after your return to your assignment.**

- I will produce an annotated bibliography and an abstract detailing the research accomplished.

- I will create a faculty resource page on the Library website with links and abstracts to the most relevant books, articles, and presentations pertaining to anti-racist pedagogy.
- I will submit lesson plans for assignments that will be added to my U.S. and World History courses in the Spring of 2023, based on my research.
- I will plan an online workshop for the School of Social Science to introduce faculty to this resource to promote professional development in our area.
- I will submit the revised tables of contents for the volumes of my online version of the *Voices of World History* texts to the sabbatical committee.
- Finally, I will complete my reading list below and prepare an annotated bibliography, including the most relevant of the following titles:

## **Working Bibliography**

### **READING LIST 1:**

#### **US. & World History: Readings in the History of Racism, Minority Perspectives, & Anti-Racist Pedagogy**

- Alexander, Michell. 2012. *The New Jim Crow*. New York: The New Press.
- Bernal, Martin. 1991. *Black Athena: The Afro-Asiatic Roots of Classical Civilization, Volume 1, The Fabrication of Greece*. NJ: Rutgers University Press.
- Bernal, Martin. 2020. *Black Athena: The Afro-Asiatic Roots of Classical Civilization, Volume 2, The Archeological and Documentary Evidence*. NJ: Rutgers University Press.
- Bonillo- Silva, Eduardo. 2010. *Racism without Racists: Color Blind Racism and the Persistence of Racial Inequality in America*. Lanham: Rowman & Littlefield.
- Cuauhtin, Tolteka R., Zavala, Miguel, Sleeter, Christine, and Au, Wayne. 2019. *Rethinking Ethnic Studies*. Milwaukee: Rethinking Schools.
- Clinton, Catherine and Silber, Nina. 2006. *Battle Scars: Gender and Sexuality in the American Civil War*. New York: Oxford University Press.
- Davidson, James West. 2008. *"They Say": Ida B. Wells and the Reconstruction of Race*. New York: Oxford University Press.
- Dunbar-Ortiz, Roxanne. 2015. *An Indigenous Peoples' History of the United States*. Boston: Beacon Press.
- Fields, Karen E. 2012. *Racecraft: The Soul of Inequity in American Life*. New York: Verso Books.
- Foley, Neil. 1997. *The White Scourge: Mexican, Blacks, and Poor Whites in Cotton Culture*. Berkeley: University of California Press.
- Gibson, Carrie. 2019. *El Norte: The Epic and Forgotten Story of Hispanic North America*. New York: Grove Press.
- Harman, Chris. 2017. *A People's History of the World*. New York: Verso Books.
- Kelley, Robin D. G. 1994. *Race rebels: culture, politics, and the Black working class*. New York: Free Press.
- Kuhl, Michelle, Sipress, Joel M., and Voelker, David J. 2020. *A Progressive Era for Whom? African Americans in an Age of Reform, 1890-1920*. 2020. New York: Oxford University Press.
- Lerner, Gerder. 1992. *Black Women in White America: A Documentary History*. New York: Pantheon Books.
- Lerner, Gerder. 1996. "U.S. Women's History: Past Present, and Future." *Journal of Women's History*. 16(4): 21-23.
- Lerner, Gerder. 1993. *The Creation of Feminist Consciousness from the Middle Ages to Eighteen-Seventy*. New York: Oxford University Press.
- Pierson, William D. 1993. *Black Legacy: America's Hidden Heritage*. Massachusetts: Amherst University Press.

- Ramey Berry, Daina and Gross, Kali N. *A Black Woman's History of the United States*. New York: Penguin Random House.
- Ramirez, Catherine S. 2009. *The Woman in the Zoot Suit: Gender, Nationalism and the Cultural Politics of Memory*. Durham: Duke University Press.
- Richardson, Heather, C. *How the South Won the Civil War: Oligarchy, Democracy, and the Continuing Fight for the Soul of America*. New York: Oxford University Press.
- Omi, Michael and Winant, Howard. 2014. *Racial Formation in the United States, 3<sup>rd</sup> Edition*. Taylor & Francis
- Ortiz, Paul. 2018. *An African American and Latinx History of the United States*. Boston: Beacon Press.
- Rice, James D. 2013. *Tales from a Revolution: Bacon's Rebellion and the Transformation of Early America*. New York: Oxford University Press.
- Ruiz, Vicki L. and Virginia Sanchez Korrol. 2005. *Latina Legacies: Identity, Biography and Community*. New York: Oxford University Press.
- Silber, Nina. 2006. *Battle Scars: Gender and Sexuality in the American Civil War*. Oxford: Oxford University Press.
- Sleeter, Christine, E. *Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, and Research*. New York: Teachers College Press, Columbia University.
- Takaki, Ronald T. 1993. *A Different Mirror: A History of Multicultural America*. Boston: Brown and Company.
- Walker, David F. 2019. *The Life of Frederick Douglass: A Graphic Narrative of an Extraordinary Life*. Berkeley: Ten Speed Press.
- Wells-Barnett. 2016. *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900*. Boston: Bedford/St. Martins.
- Whipple, Henry Benjamin and Seelye, Julius H. 1965. *A Century of Dishonor*. New York: Harper & Row.
- Zinn, Howard. 1980. *A People's History of the United States 1492-Present*. New York: Harper & Rowe.
- Zinn, Howard. 2017. *Voices of A People's History of the United States 1492-Present*. New York: Seven Stories Press.

## READING LIST 2:

### General Reading List: White Privilege and Anti-Racist Pedagogy

- 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.
- Amico, R.P. 2016. *Antiracist Teaching*. London: Routledge.
- 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. "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): 473-494.
- Blakeney, A. M. 2005. "Antiracist Pedagogy: Definition, Theory, and Professional Development." *Journal of Curriculum and Pedagogy*. 2 (1):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 and social justice*. New York: Routledge.
- Cole, C.E. 2017. "Culturally Sustaining Pedagogy in Higher Education: Teaching so That Black Lives Matter: Equality, Diversity and Inclusion." *An International Journal* 36 (8):736-750.
- Condon, F. and Young, V.A. (eds) 2017. *Performing Antiracist Pedagogy in Rhetoric, Writing, and Communication*. Fort Collins: The WAC Clearinghouse.

- Crenshaw, Kimberle., ed. 2019. *Seeing Race Again: Countering Colorblindness across the Disciplines*. Berkeley: University of California Press.
- DeLong, R., Coleman, T., DeVore, K.S., Gibney, S., Kuhne, M., & Déus, V. 2019. *Working Toward Racial Equity in First-Year Composition*. New York: Routledge.
- Delpit, Lisa. 1995. *Other Peoples Children: Cultural Conflict in the Classroom*. New York: The New Press.
- DiAngelo, Robin J. 2019. *White Fragility: Why It's So Hard for White People to Talk About Racism*. London: Allen Lane, a Division of Penguin Books.
- DiAngelo, Robin J. 2010. "OK, I Get It! Now Tell Me How to Do It!: Why We Can't Just Tell You How to Do Critical Multicultural Education." *Multiple Perspectives*. 1: 2.
- Duncan-Andrade, Jeffrey M. and Morrell, Ernest. 2008. *The Art of Critical Pedagogy: Possibilities for Moving from theory to Practice in Urban Schools*. New York: Peter Lang Publishing.
- Emdin, Zaretta. 2016. *For White Folks Who Teach in The Hood*. Massachusetts: Beacon Press.
- Feldman, Joe. 2019. *Grading for Equity*. Thousand Oaks: Sage Publications.
- Freire, P. 2000. *Pedagogy of the Oppressed*. New York: Continuum.
- Gillespie, D.; Ashbaugh, L.; and Defiore, J. 2002. "White Women Teaching White Women about White Privilege, Race Cognizance and Social Action, Toward a pedagogical pragmatics." *Race Ethnicity and Education*. 5 (3): 237-253.
- Hammond, Zaretta, L. 2013. *Culturally Responsible Teaching and the Brain*. Thousand Oaks: Sage Publications.
- 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.
- 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.
- Hollie, Sharroky. 2017. *Culturally and Linguistically Responsive Teaching and Learning*. Huntington Beach: Shell Educational Publishing, Inc.
- Hooks, Bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.
- Howell, A. & Tuitt, F. 2003. *Race and Higher Education: Rethinking Pedagogy in Diverse College Classrooms*. Cambridge: Harvard Educational Review.
- Kailin, J. 2002. *Antiracist education: From theory to practice*. New York: Rowman & Littlefield Publishers, Inc.
- Kendi, Ibram X. 2019. *How to be an Anti-Racist*. New York: Random House.
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**7. Describe how you will share the outcomes of your proposal leave with other interested parties upon your return.**

In addition to submitting a sabbatical report and the above-mentioned products as proof of my research, I intend to work with the Academic Senate, Library Department, Faculty Professional Development, and the Equity Committee in an attempt to showcase my sabbatical project to the faculty community. I would also be more than willing to share my research with other colleagues, students, and the Board of Trustees.

**8. Additional sources of employment earning:**

None anticipated.

Signature of Applicant

Date Originally Submitted

## II. SECTION 2: Brief Summary of 2022 Sabbatical Project

### 1. Purpose of sabbatical.

My sabbatical project involved reaching out to content experts in the fields of history and anti-racism, compiling a list of the most relevant anti-racist resources and diverse narratives recommended by faculty and curriculum experts across the state of California. Once the list was compiled I worked with library staff to secure these titles for the LBCC library, and finally, I created [a library resource page](#) highlighting these recommendations for the LBCC campus community. I also edited and created an OER version of my *Voices of World History* texts for the OER faculty resource page.

### 2. Description of how the objectives of the proposal were met:

I sit on the California History Social-Science ([CHSSP](#)) Advisory board representing all 115 Community College history faculty in the state, a position that required the governor of California's approval. This gives me rare access to directors who are experts in developing antiracist curriculum from [UCLA, UC Davis, UCI, UC Berkley & UC Santa Cruz](#). I contacted both content specialists in Ethnic Studies and state experts in antiracism work to compile a recommended list of diverse narratives and anti-racist and equity resources. I also earned an Ethic Studies teaching certificate through UC Riverside in order to help expose me to new methods in culturally responsive teaching and successful equity education being implemented across the state. From these contacts and research, I created an anti-racist and equity resource page for the LBCC campus community including the top recommended resources by content specialists and state leaders in History-Social Science education.

After receiving the recommendations of History and Ethnic Studies faculty, and representatives from the California History and Social-Science Project at [UC Berkeley, UCLA, UCI and UC Davis](#) who develop anti-racist curriculum for teachers across California, I worked with two library deans who helped oversee the project, including Dr. Paul Creason and Kenna Hillman and utilize the recommendations to purchase priority eBooks, texts, and sources for the LBCC library. Finally, I developed a resource guide on the library website reflecting diverse narratives, anti-racist and equity recommendations.

Finally, I worked with the OER Faculty representative, Leslie Forehand, and after revising and editing my primary source readers and added them to the faculty OER library resource page.

### 3. Summary of the tangible products produced on sabbatical.

As outlined in my approved sabbatical proposal, I am including the final list of top recommendations of resources with a short description as they are featured on the library anti-racist and equity resource page I created as a tangible product of this sabbatical. I am also including a visual of the newly created online volumes of *Voices of World History* as they will appear on the faculty OER resource page. Finally, I am also including a copy of my certification as an Ethnic Studies educator, the coursework which was completed through UC Riverside in October, 2022.

### 4. Describe how the sabbatical benefitted you professionally:

As an academic historian, my sabbatical project helped familiarize myself with useful counter-narratives, culturally responsive teaching strategies, and equitable pedagogical approaches which help me to do my part to promote equity on campus and improve student retention and transfer rate. Professionally, accessing these recommended resources and earning a certificate in Ethnic Studies benefited me as a historian and enhanced my knowledge and background of historical events specifically

seen through the lens of diverse narratives and minority perspectives, thus making my class lectures more relevant and timelier and making me a better and more sensitive instructor. Working with the California History-Social Science leaders helped me better understand History-Social Science state policy and upcoming curriculum changes impacting K-14 educational institutions across the state. This enables me to better align my LBCC history curriculum with Long Beach Unified and CSU as I've been able to see how curriculum and history policy connects across the state. In particular as K-14 prepares for ethnic studies requirements which was implemented for incoming community college students this fall and will be implemented as a high school graduation requirement across the state in 2026. My research has kept me current on topics concerning equity, anti-racist pedagogy, and educational policy that impacts my students both before and after they encounter me in the classroom, thus making my class lectures more relevant and empowering as they continue through their educational journey across institutions.

**5. Describe how the results of your sabbatical benefitted the college and students, including methods of instruction or service to students:**

The Anti-Racist and Equity Education LibGuide benefits the college since highlighting diverse narratives and top recommended anti-racist and equity resources supports the professional development goals found in LBCC's 2019-2022 Student Equity Plan, which states that equitable pedagogy is a key component to improve student retention and transfer. Having an Anti-Racist and Equity Education LibGuide also benefits faculty since they have easy access to links and information that promotes the development of relevant strategies to improve equity in classrooms across campus. Students across campus benefit from the research I conducted since it helps facilitate professional development of teachers through the exposure to resources that enhance methods of instruction and improves the student classroom experience. I have also met with Deans Kenna Hillman, Paul Creason, and Lisa Orr and discussed offering a collaborative workshop highlighting equity education and resources on the webpage to promote professional development across campus.

Having revised and included my *Voices of World History* texts in the LBCC Faculty OER collection will advantage our students by giving them free online access to course readings. Additionally, earning certification in Ethnic Studies teaching from the University of California, Riverside helped connect my content with that of what is being legally required by the state of California with the passing of the Ethnic Studies requirement for both high school graduates and state university students. Finally, my research and these completed courses highlighted effective pedagogy in diverse classrooms.

**6. Additional comments:**

I am so grateful that even though there were changes in leadership in several positions that helped endorse my original proposal, it did not result in the abandoning of the project. Although complete funding for acquiring all the recommended resources was ultimately not available, the help and support in applying for grants and purchasing the majority of recommended resources for our library collection was greatly appreciated.

### III. Detailed Results of 2022 Sabbatical Project- Tangible Products

#### 1. Anti-Racist LibGuide: Link & Detailed Description of the Anti-Racist & Equity LibGuide that was Created on Sabbatical

LINK: [Anti-Racist Sabbatical LibGuide](#)

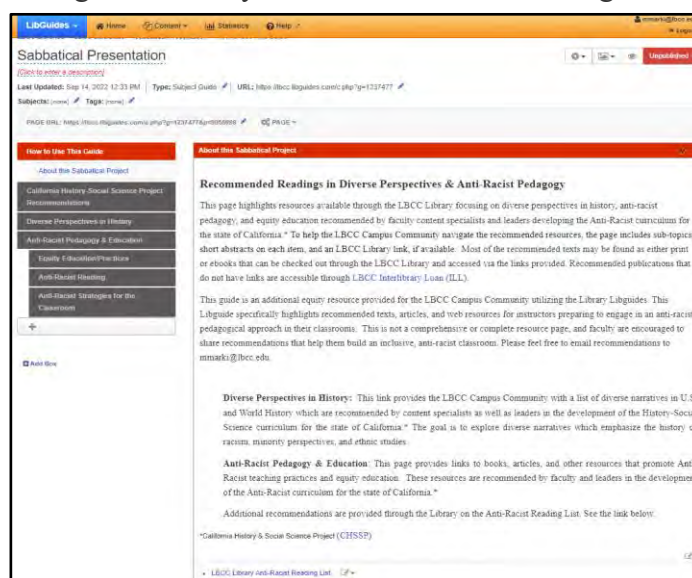
##### HOME PAGE 1a: How to Use LibGuide -Goals & Resources

**The Goal of this Page:** This page highlights resources available through the LBCC Library focusing on diverse perspectives in history, anti-racist pedagogy, and equity education recommended by faculty content specialists and leaders developing the Anti-Racist curriculum for the state of California.\* This guide is an additional equity resource provided for the LBCC Campus Community utilizing the Library Libguides. This Libguide specifically highlights recommended texts, articles, and web resources for instructors preparing to engage in an anti-racist pedagogical approach in their classrooms, as well as general recommendations for the campus community. The top recommendations from the California History-Social Science Project (CHSSP) are featured in the gallery above. However, please click on the links to the left to discover the full list of recommended resources by content specialists. This is not a comprehensive or complete resource page, and faculty are encouraged to share recommendations that help them build an inclusive, anti-racist classroom. Please feel free to email recommendations to [mmarki@lbcc.edu](mailto:mmarki@lbcc.edu).

**How to Navigate this Page:** To help the LBCC Campus Community navigate the recommended resources, the page includes sub-topics, short abstracts on each item, and an LBCC Library link, if available. Most of the recommended texts may be found as either print or ebooks that can be checked out through the LBCC Library and accessed via the links provided. Recommended publications that do not have links are accessible through [LBCC Interlibrary Loan](#) (ILL). The two main categories of this page are:

**Diverse Perspectives in History:** This link provides the LBCC Campus Community with a list of diverse narratives in U.S. & World History which are recommended by content specialists as well as leaders in the development of the History-Social Science curriculum for the state of California. \* The goal is to explore diverse narratives which emphasize the history of racism, minority perspectives, and ethnic studies.

**Anti-Racist Pedagogy & Education:** This page provides links to books, articles, and other resources that promote Anti-Racist teaching practices and equity education. These resources are recommended by faculty and leaders in the development of the Anti-Racist curriculum for the state of California. \*Additional recommendations are provided through the Library on the Anti-Racist Reading List. See the link below.





# HOME PAGE 1b: Gallery: Highlighting Top Recommendations by Content Experts

Sabbatical Presentation

[\[Click to enter a description\]](#)

Last Updated: Sep 14, 2022 1:44 PM | Type: Subject Guide | URL: <https://lbcc.libguides.com/c.php?g=1237477>

Subjects: [none] | Tags: [none]

PAGE URL: <https://lbcc.libguides.com/c.php?g=1237477&p=9287146> | PAGE

How to Use This Guide

**California History-Social Science Project Recommendations**

California History-Social Science Project Top Recommendations

Diverse Perspectives in History

Anti-Racist Pedagogy & Education

Equity Education/Practices

Anti-Racist Reading

Anti-Racist Strategies for the Classroom

+ Add Box

**California History-Social Science Project Top Recommendations**

**Stamped: Racism, Antiracism, and You**

"Americans like to insist that we are living in a post-racial, color-blind society. In fact, racist thought is alive and well; it has simply become more sophisticated and more insidious. And as historian Ibram X. Kendi argues, racist ideas in this country have a long and lingering history, one in which nearly every great American thinker is complicit. Kendi chronicles the entire story of anti-Black racist ideas and their staggering power over the course of American history. *Stamped from the Beginning* uses the lives of five major American intellectuals to offer a window into the contentious debates between assimilationists and segregationists and between racists and antiracists. From Puritan minister Cotton Mather to Thomas Jefferson, from fiery abolitionist William Lloyd Garrison to brilliant scholar W.E.B. Du Bois to legendary anti-prison activist Angela Davis, Kendi shows how and why some of our leading proslavery and pro-civil rights thinkers have challenged or helped cement racist ideas in America. As Kendi provocatively illustrates, racist thinking did not arise from ignorance or hatred. Racist ideas were created and popularized in an effort to defend deeply entrenched discriminatory policies and to rationalize the nation's racial inequities in everything from wealth to health. While racist ideas are easily produced and easily consumed, they can also be discredited." — Provided by publisher

**California History-Social Science Project Top Recommendations**

**The Racial Healing Handbook**

"Healing from the effects of racism is a journey that often involves reliving trauma and experiencing feelings of shame, guilt, and anxiety. The Racial Healing Handbook offers practical tools to help readers navigate daily and past experiences of racism, challenge internalized negative messages and privileges, develop racial consciousness and conscientiousness, and ultimately build a community of healing in a world still filled with microaggressions and discrimination." — Provided by publisher

**California History-Social Science Project Top Recommendations**

**An Abolitionist's Handbook**

"In AN ABOLITIONIST'S HANDBOOK, Cullors charts a framework for how everyday activists can effectively fight for an abolitionist present and future. Filled with relatable pedagogy on the history of abolition, a reimagining of what reparations look like for Black lives and real-life anecdotes from Cullors AN ABOLITIONIST'S HANDBOOK offers a bold, innovative, and humanistic approach to how to be a modern-day abolitionist. Cullors asks us to lead with love, fierce compassion, and precision." — Provided by publisher

**TAB: Diverse Perspectives in History:** This link provides the LBCC Campus Community with a list of diverse narratives in U.S. and World History which are recommended by content specialists as well as leaders in the development of the History-Social Science curriculum for the state of California. \* The goal is to explore diverse narratives which emphasize the history of racism, minority perspectives, and ethnic studies. Resources are found in three tabs at the top of the page. These three resources are:

- [Physical Books](#)
- [eBooks](#)
- [Web Resources](#)

**Recommended by History Faculty & State Leaders Developing Anti-Racist Curriculum**

**A People's History of the United States** by Howard Zinn

**A Different Mirror: A History of Multicultural America** by Ronald Takaki

**They Say: Joe St. Wells & the Reconstruction of Race** by James V. Hatch

**An Indigenous Peoples' History of the United States for Young People** by Roxanne Dunbar-Ortiz

**The 1619 Project** by Nikole Hannah-Jones

**A Black Woman's History of the United States** by Clara Henry Davis

**Recommended by History Faculty & State Leaders Developing Anti-Racist Curriculum**

**LSBC Anti-Racial Reading List**

**Dr. Kim Case: Models for Anti-Racial Pedagogy**

**SVC Anti-Racial Resources**

**The 1619 Project Curriculum**

**Asian American & Pacific Islander History Resources**

**Recommended Resources**

**LSBC Anti-Racial Reading List**

**Dr. Kim Case: Models for Anti-Racial Pedagogy**

**SVC Anti-Racial Resources**

**The 1619 Project Curriculum**

**Asian American & Pacific Islander History Resources**

**TAB: Anti-Racist Pedagogy & Education:** These pages provide links to books, articles, and other LBCC Library resources promoting Anti-Racist teaching practices and equity education recommended by faculty and leaders in developing the Anti-Racist curriculum for the state of California. \*

To help the LBCC Campus Community navigate the plethora of resources, they are broken down into sub-categories and include a short abstract and LBCC library link. These sub-categories include:

- **Equity Education and Practices:** Includes links and abstracts to Physical Books, eBooks, Articles, and Web Resources on Equity Education and Practices.
- **Anti-Racist Reading:** Includes links and abstracts to Physical Books, eBooks, and Articles on Anti-Racist Reading,
- **Anti-Racist Strategies for the Classroom:** Includes links and abstracts to Physical Books, eBooks, Articles, and Web Resources on Anti-Racist Strategies for the Classroom.

Additional recommendations are available on the LBCC Library Anti-Racist reading list page. See the links below.

**Note:** Publications that do not have links provided are accessible through [LBCC Interlibrary Loan \(ILL\)](#).

**Sub-Tab-About This Resource Page: Anti-Racist Pedagogy & Education**

**Anti-Racist Sabbatical Presentation** Published

[Click to enter a description](#)

Last Updated: Sep 14, 2022 2:25 PM | Type: Subject Guide | URL: <https://lbcguides.com/c.php?g=123447>

Subjects: [Special topics](#) | Tags: [none](#)

ORCID URL: <https://lbcguides.com/c.php?g=123447&p=265809> | [PAGE](#)

How to Use This Guide

California History-Social Science Project Recommendations

Diverse Perspectives on History

**Anti-Racist Pedagogy & Education**

About these Resources

Equity Education/Practices

Anti-Racist Reading

Anti-Racist Strategies for the Classroom

+

Add bloc

**About these Resources**

**Anti-Racist Pedagogy & Education:** These pages provide links to books, articles, and other LBCC Library resources promoting Anti-Racist teaching practices and equity education recommended by faculty and leaders in developing the Anti-Racist curriculum for the state of California. \*

To help the LBCC Campus Community navigate the plethora of resources, they are broken down into sub-categories and include a short abstract and LBCC library link. These sub-categories include:

- **Equity Education and Practices:** Includes links and abstracts to Physical Books, eBooks, Articles, and Web Resources on Equity Education and Practices.
- **Anti-Racist Reading:** Includes links and abstracts to Physical Books, eBooks, and Articles on Anti-Racist Reading,
- **Anti-Racist Strategies for the Classroom:** Includes links and abstracts to Physical Books, eBooks, Articles, and Web Resources on Anti-Racist Strategies for the Classroom.

Additional recommendations are available on the LBCC Library Anti-Racist reading list page. See the links below:

**Note:** Publications that do not have links provided are accessible through [LBCC Interlibrary Loan \(ILL\)](#).

\*California History & Social Science Project (CHSSP)

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- [UCI Anti-Racist Pedagogy Resources and Readings](#)
- [LBCC Library Anti-Racist Reading List](#)



# TAB: Anti-Racist Readings. Resources include:

- **Physical Books**
- **eBooks**
- **Articles**



## 2. Bibliography with abstracts of Most Relevant Anti-Racist & Equity Resources:

### Final Bibliography with Abstracts

**Description:** As a result of creating the Anti-Racist Resource LibGuide, there were a few changes made to the original bibliography list of resources.

- 1) Re-Grouping Resources Based on Topics: The Libguide is slightly different from the original bibliography since it was necessary to re-group resources in tangible categories to make it easier to find needed resources quickly. Although resources were listed under two original broad categories found in my original sabbatical proposal, which were “Diverse Narratives” and “Anti-Racist Pedagogy & Education” the later of the two topics had to be subdivided into three topics in the LibGuide due to the large number of resources available and the different focus of certain resources. These three subtopics are; Equity Education/Practices, Anti-Racist Reading, and Anti-Racist Strategies for the Classroom. In several cases resources found under the tab Equity Education and Practices are also listed in the Anti-Racist Strategies for the Classroom tab. Equity resources do not always mention their strategies as anti-racist, so when race or anti-racist pedagogy was specifically mentioned in the text, I included it under both topics since the content overlapped.
- 2) Removing Unavailable & Outdated Resources: I worked with the librarian Karen Vogel and learned that some of the articles are simply not available because, as a community college, we do not have the need to maintain costly memberships to databases that produce new research articles. I removed many of the articles, but the most relevant or ones I could obtain, I did include. In addition, some resources were outdated or not available through our vendors, so those items were removed since the college campus would not be able to access them. Some items could be accessed through Inter-Library Loan, so in those cases I keep the resource and mentioned that interested parties would have to utilize Inter-Library Loan to access the resource.
- 3) Relying on Publishers’ Abstracts: Due to the content matter and the need to put forward an unbiased description of the resources, it was decided that it would be better to rely on the publisher’s description of their books.

### READING LIST 1:

#### US. & World History: Readings in the History of Racism, Minority Perspectives, & Anti-Racist Pedagogy

- Alexander, Michell.2012. *The New Jim Crow*. New York: The New Press.  
As the United States celebrates the nation's "triumph over race" with the election of Barack Obama, the majority of young black men in major American cities are locked behind bars or have been labeled felons for life. Although Jim Crow laws have been wiped off the books, an astounding percentage of the African American community remains trapped in a subordinate status, much like their grandparents before them, who lived under an explicit system of control. In this ... critique, former litigator-turned-legal-scholar Michelle Alexander provocatively argues that we have not ended racial caste in America: we have simply redesigned it. Alexander shows that, by targeting black men and decimating communities of color, the U.S. criminal justice system functions as a contemporary system of racial control, even as it formally adheres to the principle of color blindness. The New Jim Crow challenges the civil rights community - and all of us - to place mass incarceration at the forefront of a new movement for racial justice in America.
- Bernal, Martin. 2020. *Black Athena: The Afro-Asiatic Roots of Classical Civilization, Volumes 1 & 2*, NJ: Rutgers University Press.  
What is classical about Classical civilization? In one of the most audacious works of scholarship ever written, Martin Bernal challenges the foundation of our thinking about this question. Classical civilization, he argues, has deep roots in Afroasiatic cultures. But these Afroasiatic influences have been systematically ignored, denied or suppressed since the eighteenth century--chiefly for racist reasons. The popular view is that Greek civilization was the result of the conquest of a sophisticated but weak native population by vigorous Indo-European speakers--Aryans--from the North. But the Classical Greeks, Bernal argues, knew nothing of this 'Aryan model.' They did not see their institutions as original, but as derived from the East and from Egypt in particular. In an unprecedented tour de force, Bernal links a wide range of areas and disciplines--drama, poetry, myth, theological controversy, esoteric religion, philosophy, biography, language, historical narrative, and the emergence of 'modern scholarship.
- Cuauhtin, Tolteka R., Zavala, Miguel, Sleeter, Christine, and Au, Wayne. 2019. *Rethinking Ethnic Studies*. Milwaukee: Rethinking Schools.

As part of a growing nationwide movement to bring Ethnic Studies into K-12 classrooms, Rethinking Ethnic Studies brings together many of the leading teachers, activists, and scholars in this movement to offer examples of Ethnic Studies frameworks, classroom practices, and organizing at the school, district, and statewide levels. Built around core themes of indigeneity, colonization, anti-racism, and activism, Rethinking Ethnic Studies offers vital resources for educators committed to the ongoing struggle for racial justice in our schools

- **Clinton, Catherine and Silber, Nina. 2006. *Battle Scars: Gender and Sexuality in the American Civil War*. New York: Oxford University Press.**  
Addresses how gender scholarship has changed interpretations of the Civil War. This collection examines the study of masculinity and war, expands understandings of sexuality and politics, and deals with issues of health, treason, religion, domesticity, and slavery as they affected Northern and Southern men and women during the Civil War era.
- **Davidson, James West. 2008. *"They Say": Ida B. Wells and the Reconstruction of Race*. New York: Oxford University Press.**  
Between 1880 and 1930, Southern mobs hanged, burned, and otherwise tortured to death at least 3,300 African Americans. And yet the rest of the nation largely ignored the horror of lynching or took it for granted, until a young schoolteacher from Tennessee raised her voice. Her name was Ida B. Wells. In "They Say," historian James West Davidson recounts the first thirty years of this passionate woman's life--as well as the story of the great struggle over the meaning of race in post-emancipation America. Davidson captures the breathtaking, often chaotic changes that swept the South as Wells grew up in Holly Springs, Mississippi: the spread of education among the free blacks, the rise of political activism, the bitter struggles for equality in the face of entrenched social custom. As Wells came of age she moved to bustling Memphis, eager to worship at the city's many churches (black and white), to take elocution lessons and perform Shakespeare at evening soirées, to court and spark with the young men taken by her beauty. But Wells' quest for fulfillment was thwarted as whites increasingly used race as a barrier separating African Americans from mainstream America. Davidson traces the crosscurrents of these cultural conflicts through Ida Wells' forceful personality. When a conductor threw her off a train for not retreating to the segregated car, she sued the railroad--and won. When she protested conditions in the segregated Memphis schools, she was fired--and took up full-time journalism. And in 1892, when an explosive lynching rocked Memphis, she embarked full-blown on the career for which she is now remembered, as an outspoken writer and lecturer against lynching. Richly researched and deftly written, "They Say" offers a gripping portrait of the young Ida B. Wells, shedding light not only on how one black American defined her own aspirations and her people's freedom, but also on the changing meaning of race in America.
- **Dunbar-Ortiz, Roxanne. 2015. *An Indigenous Peoples' History of the United States*. Boston: Beacon Press.**  
Going beyond the story of America as a country "discovered" by a few brave men in the "New World," Indigenous human rights advocate Roxanne Dunbar-Ortiz reveals the roles that settler colonialism and policies of American Indian genocide played in forming our national identity. The original academic text is fully adapted by renowned curriculum experts Debbie Reese and Jean Mendoza, for middle-grade and young adult readers to include discussion topics, archival images, original maps, recommendations for further reading, and other materials to encourage students, teachers, and general readers to think critically about their own place in history.
- **Gibson, Carrie. 2019. *El Norte: The Epic and Forgotten Story of Hispanic North America*. New York: Grove Press.**  
A sweeping saga of the Spanish history and influence in North America over five centuries, from the acclaimed author of *Empire's Crossroads*. Because of our shared English language, as well as the celebrated origin tales of the Mayflower and the rebellion of the British colonies, the United States has prized its Anglo heritage above all others. However, as Carrie Gibson explains with great depth and clarity in *El Norte*, the nation has much older Spanish roots ones that have long been unacknowledged or marginalized. The Hispanic past of the United States predates the arrival of the Pilgrims by a century, and has been every bit as important in shaping the nation as it exists today. *El Norte* chronicles the dramatic history of Hispanic North America from the arrival of the Spanish in the early 16th century to the present from Ponce de Leon's initial landing in Florida in 1513 to Spanish control of the vast Louisiana territory in 1762 to the Mexican-American War in 1846 and up to the more recent tragedy of post-hurricane Puerto Rico and the ongoing border acrimony with Mexico. Interwoven in this narrative of events and people are cultural issues that have been there from the start but which are unresolved to this day: language, belonging, community, race, and nationality. Seeing them play out over centuries provides vital perspective at a time when it is urgently needed. In 1883, Walt Whitman meditated on his country's Spanish past: "We Americans have yet to really learn our own antecedents, and sort them, to unify them," predicting that "to that composite American identity of the future, Spanish character will supply some of the most needed parts." That future is here, and *El Norte*, a stirring and eventful history in its own right, will make a powerful impact on our national understanding. "This history debunks the myth of American exceptionalism by revisiting a past that is not British and Protestant but Hispanic and Catholic. Gibson begins with the arrival of Spaniards in La Florida, in 1513, discusses Mexico's ceding of territory to the U.S., in 1848, and concludes with Trump's nativist fixations. Along the way, she explains how California came to be named after a fictional island in a book by a Castilian Renaissance writer and asks why we ignore a chapter of our history that began long before the Pilgrims arrived. At a time when the building of walls occupies so much attention, Gibson makes a case for the blurring of boundaries.
- **Ramey Berry, Diana and Gross, Kali N. *A Black Woman's History of the United States*. New York: Penguin Random House.**  
A vibrant and empowering history that emphasizes the perspectives and stories of African American women to show how they are--and have always been--instrumental in shaping our country. In centering Black women's stories, two award-winning historians seek both to empower African American women and to show their allies that Black women's unique ability to make their own communities while combatting centuries of oppression is an essential component in our continued resistance to systemic racism



and sexism. Daina Ramey Berry and Kali Nicole Gross offer an examination and celebration of Black womanhood, beginning with the first African women who arrived in what became the United States to African American women of today. A Black Women's History of the United States reaches far beyond a single narrative to showcase Black women's lives in all their fraught complexities. Berry and Gross prioritize many voices: enslaved women, freedwomen, religious leaders, artists, queer women, activists, and women who lived outside the law. The result is a starting point for exploring Black women's history and a testament to the beauty, richness, rhythm, tragedy, heartbreak, rage, and enduring love that abounds in the spirit of Black women in communities throughout the nation.

- **Omi, Michael and Winant, Howard. 2014. *Racial Formation in the United States, 3<sup>rd</sup> Edition*. Taylor & Francis.**  
Twenty years since the publication of the Second Edition and more than thirty years since the publication of the original book, *Racial Formation in the United States* now arrives with each chapter radically revised and rewritten by authors Michael Omi and Howard Winant, but the overall purpose and vision of this classic remains the same: Omi and Winant provide an account of how concepts of race are created and transformed, how they become the focus of political conflict, and how they come to shape and permeate both identities and institutions. The steady journey of the U.S. toward a majority nonwhite population, the ongoing evisceration of the political legacy of the early post-World War II civil rights movement, the initiation of the 'war on terror' with its attendant Islamophobia, the rise of a mass immigrants' rights movement, the formulation of race/class/gender 'intersectionality' theories, and the election and reelection of a black President of the United States are some of the many new racial conditions *Racial Formation* now covers.
- **Ortiz, Paul. 2018. *An African American and Latinx History of the United States*. Boston: Beacon Press.**  
Spanning more than two hundred years, *An African American and Latinx History of the United States* is a revolutionary, politically charged narrative history, arguing that the "Global South" was crucial to the development of America as we know it. Scholar and activist Paul Ortiz challenges the notion of westward progress as exalted by widely taught formulations such as "manifest destiny" and "Jacksonian democracy," and shows how placing African American, Latinx, and Indigenous voices unapologetically front and center transforms US history into one of the working class organizing against imperialism. Drawing on rich narratives and primary source documents, Ortiz links racial segregation in the Southwest and the rise and violent fall of a powerful tradition of Mexican labor organizing in the twentieth century, to May 1, 2006, known as International Workers' Day, when migrant laborers--Chicana/os, Afrocubanos, and immigrants from every continent on earth--united in resistance on the first "Day Without Immigrants." As African American civil rights activists fought against Jim Crow laws and Mexican labor organizers warred against the suffocating grip of capitalism, Black and Spanish-language newspapers, abolitionists, and Latin American revolutionaries coalesced around movements built between people from the United States and people from Central America and the Caribbean. And in stark contrast to the resurgence of "America first" rhetoric, Black and Latinx intellectuals and organizers today have urged the United States to build bridges of solidarity with the nations of the Americas. Incisive and timely, this bottom-up history, told from the interconnected vantage points of Latinx and African Americans, reveals the radically different ways that people of the diaspora have addressed issues still plaguing the United States today, and it offers a way forward in the continued struggle for universal civil rights.
- **Rice, James D. 2013. *Tales from a Revolution: Bacon's Rebellion and the Transformation of Early America*. New York: Oxford University Press.**  
In this vivid account of Bacon's Rebellion James Rice tells the tale of Bacon's Rebellion (1676-1677) and its aftermath. As the tense drama unfolds, it becomes apparent that the struggle between the followers of the veteran governor of Virginia, William Berkeley, and the hotheaded young newcomer Nathaniel Bacon is nothing less than a battle over the soul of America; the story of the rebellion is also the story of race, slavery, western expansion, and empire in American history.
- **Ruiz, Vicki L. and Virginia Sanchez Korrol. 2005. *Latina Legacies: Identity, Biography and Community*. New York: Oxford University Press.**  
An exploration of Latinas in the United States from the 1800's, this collection of narrative biographies documents the lives of fifteen remarkable individuals who witnessed, defined, defied, and wrote about the forces that shaped their lives. This anthology profiles Victoria Reid, Maria Amparo Ruiz de Burton, Maria Gertrudis Barcelo, and more.
- **Silber, Nina. 2006. *Battle Scars: Gender and Sexuality in the American Civil War*. Oxford: Oxford University Press.**  
Addresses how gender scholarship has changed interpretations of the Civil War. This collection examines the study of masculinity and war, expands understandings of sexuality and politics, and deals with issues of health, treason, religion, domesticity, and slavery as they affected Northern and Southern men and women during the Civil War era.
- **Cuauhtin, Tolteka R. Zavala, Miguel, Sleeter, Christine, and Au, Wayne. 2020. *Rethinking Ethnic Studies* New York: Teachers College Press, Columbia University.**  
As part of a growing nationwide movement to bring Ethnic Studies into K-12 classrooms, *Rethinking Ethnic Studies* brings together many of the leading teachers, activists, and scholars in this movement to offer examples of Ethnic Studies frameworks, classroom practices, and organizing at the school, district, and statewide levels. Built around core themes of indigeneity, colonization, anti-racism, and activism, *Rethinking Ethnic Studies* offers vital resources for educators committed to the ongoing struggle for racial justice in our schools.
- **Takaki, Ronald T. 1993. *A Different Mirror: A History of Multicultural America*. Boston: Brown and Company.**  
Takaki traces the economic and political history of Indians, African Americans, Mexicans, Japanese, Chinese, Irish, and Jewish people in America, with considerable attention given to instances and consequences of racism. The narrative is laced with short

quotations, cameos of personal experiences, and excerpts from folk music and literature. Well-known occurrences, such as the Triangle Shirtwaist Factory Fire, the Trail of Tears, the Harlem Renaissance, and the Japanese internment are included. Students may be surprised by some of the revelations, but will recognize a constant thread of rampant racism. The author concludes with a summary of today's changing economic climate and offers Rodney King's challenge to all of us to try to get along. Readers will find this overview to be an accessible, cogent jumping-off place for American history and political science plus a guide to the myriad other sources identified in the notes.

- Walker, David F. 2019. *The Life of Frederick Douglass: A Graphic Narrative of an Extraordinary Life*. Berkeley: Ten Speed Press.  
In 1817 or 1818, Frederick Douglass was born into slavery on a plantation in Maryland. As a young boy, he served in a household, but as he grew older, he faced increasingly brutal conditions and cruel owners. After many years, he escaped to freedom in New York City and began to publicly denounce slavery through writings and speeches. This unabridged version of Douglass's powerful autobiography, first published in 1845, provides an honest, firsthand account of the horrors of slavery in the United States.
- Whipple, Henry Benjamin and Seelye, Julius H. 1965. *A Century of Dishonor*. New York: Harper & Row.  
A Century of Dishonor combines government documents, first-hand accounts, and the interpretation by the author. In her first introductory paragraph, she asks "[w]hat was the nature of the Indians' right to the country in which they were living when the continent of North America was discovered?" The following pages are her effort to answer that question and to demonstrate the lack of faith with which the federal government had entered into treaties and agreements with Native Americans. Jackson's book describes the poor treatment of seven Native American tribes in her book; the Delaware, the Cheyenne, the Nez Perce, the Sioux, the Poncas, the Winnebago, and the Cherokee. The following three chapters record three massacres of Native Americans; the Sand Creek Massacre – the site of which is currently under management of the National Park Service, the Gnadenhutten Massacre which occurred in Ohio, and the massacre of the Apaches.
- Zinn, Howard. 1980. *A People's History of the United States 1492-Present*. New York: Harper & Row.  
Known for its lively, clear prose as well as its scholarly research. A People's History of the United States is the only volume to tell America's story from the point of view of -- and in the words of -- America's women, factory workers, African Americans, Native Americans, working poor, and immigrant laborers. Revised and updated with two new chapters covering Clinton's presidency, the 2000 Election, and the "war on terrorism." A People's History of the United States features insightful analysis of the most important events in our history. Open-minded readers will profit from Professor Zinn's account, and historians may view it as a step toward a coherent new version of American history.

## READING LIST 2:

### General Reading List: Equity Education/Practices & Anti-Racist Readings & Pedagogy

- Bonillo- Silva, Eduardo. 2010. *Racism without Racists: Color Blind Racism and the Persistence of Racial Inequality in America*. Lanham: Rowman & Littlefield.  
"Racism Without Racists examines in detail how Whites talk, think, and account for the existence of racial inequality. The main argument of the book is that color-blind racism, a new racial ideology that emerged in the post-Civil Rights era, has emerged as the fountain of frames, stylistic components, and racial stories Whites rely on to articulate their views on racial affairs. Relying on systematically-gathered interview data, Bonilla-Silva not only deconstructs the main elements of this ideology, but also explains how the ways most Whites live their lives (the "white habitus") is central to the reproduction of this ideology, why a specific segment of the White community is more racially progressive, and accounts for how Blacks are affected by the ideology. In this edition, the author has added a very didactic chapter discussing what makes "systemic racism" systemic and another examining how color-blind racism framed many issues during the pandemic
- Case, K.A. 2013. *Deconstructing Privilege: Teaching and Learning as Allies in the Classroom*. New York: Routledge.  
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. Formatted in three easy-to-follow sections, Deconstructing Privilege charts the history of privilege studies and provides intersectional approaches to the topic. Drawing on a wealth of research and real-life accounts, this book gives educators both the theoretical foundations they need to address issues of privilege in the classroom and practical ways to forge new paths for critical dialogues in educational settings. Combining interdisciplinary contributions from leading experts in the field-- such as Tim Wise and Abby Ferber-- with pedagogical strategies and tips for teaching about privilege, Deconstructing Privilege is an essential book for any educator who wants to address what privilege really means in the classroom.
- Case, K. A. (Ed.) 2017. *Intersectional pedagogy: Complicating identity and social justice*. New York: Routledge.  
Intersectional Pedagogy explores best practices for effective teaching and learning about intersections of identity as informed by intersectional theory. Formatted in three easy-to-follow sections, this collection explores the pedagogy of intersectionality to address lived experiences that result from privileged and oppressed identities. After an initial overview of intersectional foundations and theory, the collection offers classroom strategies and approaches for teaching and learning about intersectionality and social justice. With contributions from scholars in education, psychology, sociology and women's studies, Intersectional Pedagogy include a range of disciplinary perspectives and evidence-based pedagogy.

- Crenshaw, Kimberle., ed. 2019. *Seeing Race Again: Countering Colorblindness across the Disciplines*. Berkeley: University of California Press.  
Every academic discipline has an origin story complicit with white supremacy. Racial hierarchy and colonialism structured the very foundations of most disciplines' research and teaching paradigms. In the early twentieth century, the academy faced rising opposition and correction, evident in the intervention of scholars including W. E. B. Du Bois, Zora Neale Hurston, Carter G. Woodson, and others. By the mid-twentieth century, education itself became a center in the struggle for social justice. Scholars mounted insurgent efforts to discredit some of the most odious intellectual defenses of white supremacy in academia, but the disciplines and their keepers remained unwilling to interrogate many of the racist foundations of their fields, instead embracing a framework of racial colorblindness as their default position. This book challenges scholars and students to see race again. Examining the racial histories and colorblindness in fields as diverse as social psychology, the law, musicology, literary studies, sociology, and gender studies, *Seeing Race Again* documents the profoundly contradictory role of the academy in constructing, naturalizing, and reproducing racial hierarchy. It shows how colorblindness compromises the capacity of disciplines to effectively respond to the wide set of contemporary political, economic, and social crises marking public life today.
- DeLong, R., Coleman, T., DeVore, K.S., Gibney, S., Kuhne, M., & Déus, V. 2019. *Working Toward Racial Equity in First-Year Composition*. New York: Routledge.  
This book presents the authors' attempts to interrogate the ways that white institutional, pedagogical, and curricular heteronormativity affects equity in writing instruction at Two Year Colleges. Written from a wide range of subject and identity positions, this volume explores issues that arise among students inside historically white-dominant classrooms, among faculty as curriculum and hiring decisions are made, and among colleagues when they attempt to engage the wider institution in equity work. Aiming to significantly change how urban Community College writing instruction is delivered in this country, the book operates on the principle that equity is essential to successful writing pedagogy, curricular development, and student success.
- Delpit, Lisa. 1995. *Other Peoples Children: Cultural Conflict in the Classroom*. New York: The New Press.  
Winner of an American Educational Studies Association Critics' Choice Award and Choice Magazine's Outstanding Academic Book Award, and voted one of Teacher Magazine's "great books", *Other People's Children* has sold over 150,000 copies since its original hardcover publication. This edition features a new introduction by Delpit, as well as new framing essays by Herbert Kohl and Charles Payne. In a radical analysis of contemporary classrooms, MacArthur Award-winning author Lisa Delpit develops ideas about ways teachers can be better "cultural transmitters" in the classroom, where prejudice, stereotypes, and cultural assumptions breed ineffective education. Delpit suggests that many academic problems attributed to children of color are actually the result of miscommunication, as primarily white teachers and "other people's children" struggle with the imbalance of power and the dynamics plaguing our system.
- DiAngelo, Robin J. 2019. *White Fragility: Why It's So Hard for White People to Talk About Racism*. London: Allen Lane, a Division of Penguin Books.  
Antiracist educator Robin DiAngelo first coined the term "white fragility" in 2011, and since then it's been invoked by critics from Samantha Bee to Charles Blow. "White fragility" refers to the defensive moves that white people make when challenged racially. These include emotions such as anger, fear, and guilt, and behaviors including argumentation and silence. In this book, DiAngelo unpacks white fragility, explaining the underlying sociological phenomena. She'll draw on examples from her work and scholarship, as well as from the culture at large, to address these fundamental questions: How does white fragility develop? What does it look like? How is it triggered? What can we do to move beyond white fragility and engage more constructively?
- Duncan-Andrade, Jeffrey M. and Morrell, Ernest. 2008. *The Art of Critical Pedagogy: Possibilities for Moving from theory to Practice in Urban Schools*. New York: Peter Lang Publishing.  
This book furthers the discussion concerning critical pedagogy and its practical applications for urban contexts. It addresses two looming, yet under-explored questions that have emerged with the ascendancy of critical pedagogy in the educational discourse: (1) What does critical pedagogy look like in work with urban youth? and (2) How can a systematic investigation of critical work enacted in urban contexts simultaneously draw upon and push the core tenets of critical pedagogy? Addressing the tensions inherent in enacting critical pedagogy – between working to disrupt and to successfully navigate oppressive institutionalized structures, and between the practice of critical pedagogy and the current standards-driven climate – *The Art of Critical Pedagogy* seeks to generate authentic internal and external dialogues among educators in search of texts that offer guidance for teaching for a more socially just world.
- Emdin, Zaretta. 2016. *For White Folks Who Teach in The Hood*. Massachusetts: Beacon Press.
- Feldman, Joe. 2019. *Grading for Equity*. Thousand Oaks: Sage Publications.  
A resource that delivers the research base, tools, and courage to tackle one of the most challenging and emotionally charged conversations in today's schools: our inconsistent grading practices and the ways they can inadvertently perpetuate the achievement and opportunity gaps among our students. With *Grading for Equity*, Joe Feldman cuts to the core of the conversation, revealing how grading practices that are accurate, bias-resistant, and motivational will improve learning, minimize grade inflation, reduce failure rates, and become a lever for creating stronger teacher-student relationships and more caring classrooms. Essential listening for schoolwide and individual book study or for student advocates, *Grading for Equity* provides:
  1. A critical historical backdrop, describing how our inherited system of grading was originally set up as a sorting mechanism to provide or deny opportunity, control students, and endorse a "fixed mind-set" about students' academic potential - practices that are still in place a century later.
  2. A summary of the research on motivation and equitable teaching and learning, establishing a rock-solid foundation and a "true north" orientation toward equitable grading practices.
  3. Specific grading practices that are more equitable, along with teacher examples, strategies to solve common hiccups and concerns, and evidence of effectiveness.
  4. Reflection tools for facilitating individual or group engagement and understanding.

- Freire, P. 2000. *Pedagogy of the Oppressed*. New York: Continuum.  
The methodology of the late Paulo Freire, once considered such a threat to the established order that he was "invited" to leave his native Brazil, has helped to empower countless impoverished and illiterate people throughout the world. Freire's work has taken on especial urgency in the United States and Western Europe, where the creation of permanent underclass among the underprivileged and minorities in cities and urban centers is increasingly accepted as the norm." "With a substantive new introduction on Freire's life and the remarkable impact of this book by writer and Freire confidant and authority Donaldo Macedo, this anniversary edition of *Pedagogy of the Oppressed* will inspire a new generation of educators, students, and general readers for years to come.
- Hammond, Zaretta, L. 2013. *Culturally Responsible Teaching and the Brain*. Thousand Oaks: Sage Publications.  
Brain-based teaching approach to culturally responsive instruction. To close the achievement gap, diverse classrooms need a proven framework for optimizing student engagement. Culturally responsive instruction has shown promise, but many teachers have struggled with its implementation until now. Zaretta Hammond draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction. Hammond explores how one's culture programs the brain to process data and affects learning relationships. There are ten "key moves" to build students' learner operating systems and prepare them to become independent learners.
- Hollie, Sharroky. 2017. *Culturally and Linguistically Responsive Teaching and Learning*. Huntington Beach: Shell Educational Publishing, Inc.  
This invaluable resource provides novice and experienced educators with a pedagogical framework for implementing culturally and linguistically responsive strategies in today's diverse classrooms.
- Hooks, Bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.  
"In *Teaching to Transgress*, bell hooks--writer, teacher, and insurgent black intellectual--writes about a new kind of education, education as the practice of freedom. Teaching students to "transgress" against racial, sexual, and class boundaries in order to achieve the gift of freedom is, for hooks, the teacher's most important goal.
- Howell, A. & Tuitt, F. 2003. *Race and Higher Education: Rethinking Pedagogy in Diverse College Classrooms*. Cambridge: Harvard Educational Review.  
Over the last few decades, U.S. colleges and universities have witnessed increasing diversity in their student bodies. Yet faculty members, operating on the notion that one pedagogy fits all students, continue to employ traditional modes of instruction. This adherence to outdated pedagogies has created potentially harmful learning environments for all students—and particularly for students of color. *Race and Higher Education* addresses this persistent problem, guiding educators toward a better understanding of how changes in the student population have resulted in the need for new approaches to classroom instruction. By including voices from inside classrooms along with analyses from scholarly researchers, this volume provides college and university teachers, administrators, students, and scholars with a critical instrument for improving higher education
- Kailin, J. 2002. *Antiracist education: From theory to practice*. New York: Rowman & Littlefield Publishers, Inc.  
This book combines theory, practice, and ethnography in an exploration of how teachers can fully implement diversity and antiracism as a foundation of their teaching approach. The author, a white mother of children of color, whose work is influenced by her own experience being raised in an antiracist, activist family, developed her curriculum over many years of active involvement with parents and teachers in schools. She presents her curriculum along with ethnographic reports of the processes of change that teachers experience as they fully explore the realities of race relations, its history, and the lived experiences of others. Kailin shows how immersion in this exploration enables teachers to develop curricula and teaching practices that are effectively antiracist and fully connected to students' lives.
- Kendi, Ibram X. 2019. *How to be an Anti-Racist*. New York: Random House.  
The only way to undo racism is to consistently identify and describe it -- and then dismantle it." Ibram X. Kendi's concept of antiracism reenergizes and reshapes the conversation about racial justice in America -- but even more fundamentally, points us toward liberating new ways of thinking about ourselves and each other. In *How to Be an Antiracist*, Kendi asks us to think about what an antiracist society might look like, and how we can play an active role in building it. In this book, Kendi weaves an electrifying combination of ethics, history, law, and science, bringing it all together with an engaging personal narrative of his own awakening to antiracism. *How to Be an Antiracist* is an essential work for anyone who wants to go beyond an awareness of racism to the next step: contributing to the formation of a truly just and equitable society.
- Kendi, Ibram X, and Jason Reynolds. 2020. *Stamped: Racism, Antiracism and You*. New York: Little, Brown & Company.  
Americans like to insist that we are living in a postracial, color-blind society. In fact, racist thought is alive and well; it has simply become more sophisticated and more insidious. And as historian Ibram X. Kendi argues, racist ideas in this country have a long and lingering history, one in which nearly every great American thinker is complicit. *Stamped* from the Beginning uses the lives of five major American intellectuals to offer a window into the contentious debates between assimilationists and segregationists and between racists and antiracists. From Puritan minister Cotton Mather to Thomas Jefferson, from fiery abolitionist William Lloyd Garrison to brilliant scholar W.E.B. Du Bois to legendary anti-prison activist Angela Davis, Kendi shows how and why some of our leading proslavery and pro-civil rights thinkers have challenged or helped cement racist ideas in America. As Kendi provocatively illustrates, racist thinking did not arise from ignorance or hatred. Racist ideas were created and popularized in an effort to defend

deeply entrenched discriminatory policies and to rationalize the nation's racial inequities in everything from wealth to health. While racist ideas are easily produced and easily consumed, they can also be discredited.

- **Love, Bettina, L. 2019. *We Want to do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Boston: Beacon Press.**  
Drawing on personal stories, research, and historical events, an esteemed educator offers a vision of educational justice inspired by the rebellious spirit and methods of abolitionists. Drawing on her life's work of teaching and researching in urban schools, Bettina Love persuasively argues that educators must teach students about racial violence, oppression, and how to make sustainable change in their communities through radical civic initiatives and movements. She argues that the US educational system is maintained by and profits from the suffering of children of color. Instead of trying to repair a flawed system, educational reformers offer survival tactics in the forms of test-taking skills, acronyms, grit labs, and character education, which Love calls the educational survival complex. To dismantle the educational survival complex and to achieve educational freedom—not merely reform—teachers, parents, and community leaders must approach education with the imagination, determination, boldness, and urgency of an abolitionist. Following in the tradition of activists like Ella Baker, Bayard Rustin, and Fannie Lou Hamer, *We Want to Do More Than Survive* introduces an alternative to traditional modes of educational reform and expands our ideas of civic engagement and intersectional justice.
- **Muhammad, Gholdy. 2019. *Cultivating Genius: An Equity Framework for Culturally and Historically Responsible Literacy*. New York: Scholastic Publishing.**  
In *Cultivating Genius*, Dr. Gholdy E. Muhammad presents a four-layered equity framework—one that is grounded in history and restores excellence in literacy education. This framework, which she names Historically Responsive Literacy, was derived from the study of literacy development within 9th-century Black literacy societies. The framework is essential and universal for all students, especially youth of color, who traditionally have been marginalized in learning standards, school policies, and classroom practices. The equity framework will help educators teach and lead toward the following learning goals or pursuits: Identity Development—Helping youth to make sense of themselves and others, Skill Development—Developing proficiencies across the academic disciplines, Intellectual Development—Gaining knowledge and becoming smarter, [and] Criticality—Learning and developing the ability to read texts (including print and social contexts) to understand power, equity, and anti-oppression. When these four learning pursuits are taught together—through the Historically Responsive Literacy Framework, all students receive profound opportunities for personal, intellectual, and academic success.
- **Nieto, Sonia, and Bode, Patty. 2012. *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Boston: Pearson Education.**  
This best-selling text explores the meaning, necessity, and benefits of multicultural education—in a sociopolitical context—for students of all backgrounds. Sonia Nieto and Patty Bode look at how personal, social, political, cultural, and educational factors affect the success or failure of students in today's classroom. Expanding upon the popular case-study approach, *Affirming Diversity: The Sociopolitical Context of Multicultural Education* examines the lives of real students who are affected by multicultural education, or the lack of it. This social justice view of multicultural education encourages teachers to work for social change in their classrooms, schools, and communities.
- **Oluo, I. 2019. *So You Want to Talk About Race?* New York: Seal Press.**  
In this New York Times bestseller, Ijeoma Oluo offers a hard-hitting but user-friendly examination of race in America. Widespread reporting on aspects of white supremacy—from police brutality to the mass incarceration of Black Americans—has put a media spotlight on racism in our society. Still, it is a difficult subject to talk about. How do you tell your roommate her jokes are racist? Why did your sister-in-law take umbrage when you asked to touch her hair—and how do you make it right? How do you explain white privilege to your white, privileged friend? In *So You Want to Talk About Race*, Ijeoma Oluo guides readers of all races through subjects ranging from intersectionality and affirmative action to "model minorities" in an attempt to make the seemingly impossible possible: honest conversations about race and racism, and how they infect almost every aspect of American life.
- **Paris, Django and Alim, Samy, H. 2017. *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. New York: Teachers College Press.**  
*Culturally Sustaining Pedagogies* raises fundamental questions about the purpose of schooling in changing societies. Bringing together an intergenerational group of prominent educators and researchers, this volume engages and extends the concept of culturally sustaining pedagogy (CSP)—teaching that perpetuates and fosters linguistic, literate, and cultural pluralism as part of school transformation. The authors propose that schooling should be a site for sustaining the cultural practices of communities of colour, rather than eradicating them. Chapters present theoretically grounded examples of how educators and scholars can support Black, Indigenous, Latinx, Asian/Pacific Islander, South African, and immigrant students as part of a collective movement towards educational justice in a changing world.
- **Phillips, C.B. and Derman-Sparks, L. 1997. *Teaching/Learning Anti-Racism: A Developmental Approach*. New York: Teachers College Press.**  
Louise Derman-Sparks and Carol Brunson Phillips have been teaching anti-racism to adults for over 20 years. Based on their real classroom experience, *Teaching/Learning Anti-Racism* offers us a guide to the development of anti-racist identity, awareness, and behavior. By integrating methodology and course content descriptions with student writings and analyses of students' growth, the book highlights the interaction between teaching and learning. Organized chronologically from the first to the last class, the text describes how each session contributed to the students' fascinating journey from pro-racist consciousness to active anti-racism. This volume is much more than a curriculum guide for implementing anti-racism education with adults. Here, the authors, one White and one African American, also share their experiences—the successes, the failures, the difficulties, and, most important, what they learned from their students.

Teaching/Learning Anti-Racism provides both a "how-to" and a conceptual framework to help teachers and trainers adapt anti-racism education for their programs.

- Sims, Jeramiah J.; Taylor-Mendoza, Jennifer; Hotep, Lasana O.; and Wallace, Jeremy. *Minding the Obligation Gap in Community Colleges and Beyond: Theory and Practice in Achieving Educational Equity*. 2020. New York: Peter Lang Publishing, Inc.

It is difficult to find justice-centered books geared specifically for community college practitioners interested in achieving campus wide educational equity. It is even more difficult to find a book in this vein written, exclusively, by community college practitioners. *Minding the Obligation Gap in Community Colleges and Beyond* is just that: a concerted effort by a cross-representational group of community college practitioners working to catalyze conversations and eventually practices that attend to the most pressing equity gaps in and on our campuses. By illuminating the constitutive parts of the ever-increasing obligation gap, this book offers both theory and practice in reforming community colleges so that they function as disruptive technologies. It is our position that equity-centered community colleges hold the potential to call out, impede, and even disrupt institutionalized policies, pedagogies, and practices that negatively impact poor, ethno-racially minoritized students of color. If you and your college is interested in striving for educational equity campus-wide please join us in this ongoing conversation on how to work for equity for all of the students that we serve.

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

When Layla Saad began an Instagram challenge called #meandwhitesupremacy, she never predicted it would become a cultural movement. She encouraged people to own up and share their racist behaviors, big and small. She was looking for truth, and she got it... Thousands of people participated in the challenge, and over 80,000 people downloaded the supporting work *Me and White Supremacy*. Updated and expanded from the original edition, *Me and White Supremacy* teaches readers how to dismantle the privilege within themselves so that they can stop (often unconsciously) inflicting damage on people of color, and in turn, help other white people do better, too"

- Singh, Anneliese A. 2019. *The Racial Healing Handbook: Practice Activities to Help You Challenge Privilege, Confront Systemic Racism & Engage in Collective Healing*. Oakland: New Harbinger Publications, Inc.

Healing from the effects of racism is a journey that often involves reliving trauma and experiencing feelings of shame, guilt, and anxiety. The *Racial Healing Handbook* offers practical tools to help readers navigate daily and past experiences of racism, challenge internalized negative messages and privileges, develop racial consciousness and conscientiousness, and ultimately build a community of healing in a world still filled with microaggressions and discrimination.

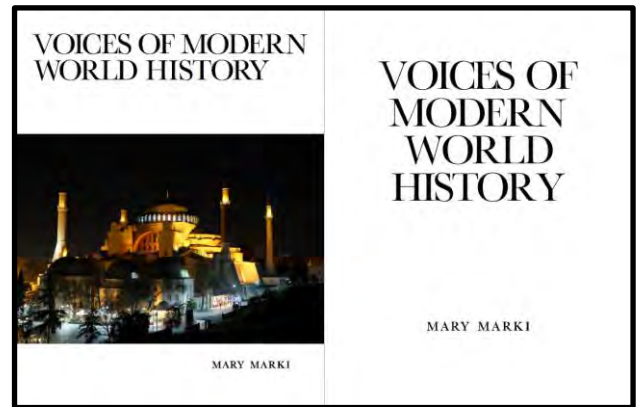
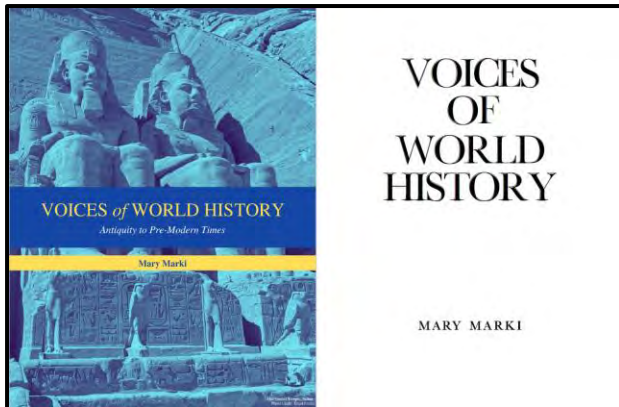
- Tatum, B.D. 2017. *Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race*. New York: Basic Books.

There is a moment when every child leaves color-blindness behind & enters the world of race consciousness. At that moment, there are two roads parents, educators, & therapists can take: they can follow the status quo, internalizing racial expectations, & become-consciously or unconsciously-part of the problem. Or, they can question stereotypes, &, actively work against racism to become part of the solution. This book provides the tools we all need to become part of the solution. Beginning with racial segregation in an integrated school situation, this book explores race relations & the development of racial identity from many different viewpoints.

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**3. Edited versions of my two *Voices of World History* texts and uploaded them to the LBCC Faculty OER Libguide**

- a. See link to OER versions of *Voices of World History* and *Voices of Modern World History*
- b. Creation of OER versions of my world history readers to allow access for LBCC students.
- c. Texts are uploaded on the [Viking Open Educational Resources Research Guide-Faculty Gallery](#)



**4. Earned Certification in Ethnic Studies Education from the University of California, Riverside specialized program on October 21, 2022 through the completion of curriculum in the specialized program.**



## 5. Examples of equity assignments and activities created for my history courses which reflect research recommendations.

- a. Based on my research the following guidelines helped direct me in creating culturally relevant, equity-based assignments utilizing concepts of critical pedagogy.
  - i. Teachers should create lessons that do not solely rely on lecture to avoid the banking model of teaching (Call-Cummings, 192).
  - ii. Teachers should employ dialogue and a series of conversations to engage students (Freire 10; McDaniel 476).
  - iii. Classroom activities should involve learners utilizing their own experiences and lives in the learning process. (Shudak 994-995).
  - iv. Learning activities should include visual art, videos, collages and options to create poetry or art to engage the students (Shudak 994; Hinton 287).
  - v. Activities explore the concepts of who has the power and who challenges authority (McDaniel 476).
  - vi. Activities transitions students from reading the word to reading their world (Freire 8).
  - vii. Material involves reflection and action upon the world and seeing how students can initiate change in the world (Freire 10; McDaniel 474).
  - viii. Challenges how students think about their lives and the world around them and helps them generate language that can empower them deconstruct their own reality (Shudak 994).
  - ix. Helps to understand history more accurately by giving voice to those who were marginalized (McDaniel 477).
  - x. Explores dominant systems or meaning (McDaniel 474) and considers counter-narratives (Shudak 996).
  - xi. Students become “cultural producers” that reflect social commentary and promotes social justice (Morrell 74-75).
  - xii. Students are encouraged to make connections between their own lives and the larger society and are empowered to change their environment (Call-Cummings 74; Shudak 994). They realize they can act to intervene on behalf of themselves and create change (Shudak 995).
  - xiii. Readings and examples create space for marginalized groups to dialogue about race, class and gender as well as dominant systems (Rodriguez 28).

### b. **Example Activities Learning Objectives:** *Analyze Diverse Perspectives During the American Revolution* Learning Outcomes:

#### i. **Activity 1:** In Class Discussions on Readings and Different Perspectives

##### 1. **Lesson Plan Reading:** Provide general reading to give students a basic narrative and timeline of the Revolutionary War

- a. Reading 1: [Timeline & Historic Themes](#)- Review Visual Graphs, Key Terms, Dates, & Themes provides dominant narrative.

Key terms	Definition
Sam	The official policy of the British crown where they avoided strict enforcement of parliamentary law in the colonies.
Second Continental Congress (1775)	A meeting of representatives from the colonies who organized the creation of a Continental Army to defend the American colonies. They appointed George Washington as the commander in chief of the army.
Oliver Brantley (1776)	Addressed by the Second Continental Congress in 1776, it was a final attempt to avoid war between Great Britain and the Thirteen Colonies. The petition asserted colonial rights while still maintaining their loyalty to the British crown.
George Washington	The first commander in chief of the Continental Army, who led the colonies to victory over the British army.
Lexington and Concord (1775)	The first battles of the Revolutionary War, which took place outside of Boston, Massachusetts.
Militiamen	Colonial militia which were prepared to fight the British with minimal notice.
Common Sense	A pamphlet published by Thomas Paine in 1776, which advocated for independence from Great Britain.
Declaration of Independence	A list of 27 grievances the colonies had with the British crown that the colonies used as justification to declare independence from Britain.
Articles of Confederation	The first constitution of the United States, which created a weak central government and allowed for strong state governments.
Battle of Red Bank (1781)	The Revolutionary War battle that ended in a decisive victory for American colonial forces. The surrender of British General Cornwallis led the British government to negotiate peace.
Treaty of Paris (1783)	Treaty that officially ended the Revolutionary War in 1783.

Key details
1775: Olive Branch Petition, Battles of Lexington and Concord
1776: Common Sense published, Declaration of Independence issued
1777: The Continental Congress escapes the Hessian army at Lancaster and Yorktown, all thirteen states ratified the Articles of Confederation
1781: British forces surrender at Yorktown, all thirteen states ratified the Articles of Confederation
1783: Treaty of Paris signed

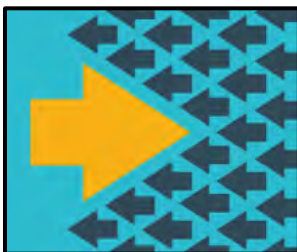
Core Historical Themes
<p>Growing tensions and resentment leading to the Revolutionary War: The British government's refusal to provide of a jury, respect, fighting control over the colonies. The British government's refusal to provide of a jury, respect, fighting control over the colonies. The British government's refusal to provide of a jury, respect, fighting control over the colonies.</p> <p>The American Revolution: The American Revolution was a war for independence from Great Britain. The British government's refusal to provide of a jury, respect, fighting control over the colonies. The British government's refusal to provide of a jury, respect, fighting control over the colonies.</p> <p>The American Revolution: The American Revolution was a war for independence from Great Britain. The British government's refusal to provide of a jury, respect, fighting control over the colonies. The British government's refusal to provide of a jury, respect, fighting control over the colonies.</p>



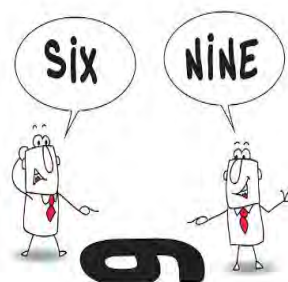
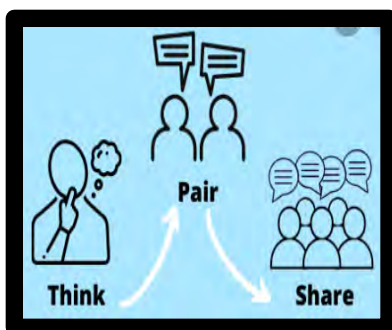
- b. Reading 2: Read chapters 6 & 7 in the [Openstax U.S. History text book](#). Focus on diverse narratives in sections [6.4 on Identity during the American Revolution](#) and [7.2 on How Much Revolutionary Change?](#)



- c. Discussion: What are Dominant versus Counter Narratives in History?  
 d. Questions: Defining Dominant Narrative



- i. Define Dominant- What is Dominant person or story?
- ii. Is there only one narrative in History?
- iii. Who is in charge of dominant narratives in the U.S.?
  1. Who might get left out?
  2. Think, Pair, Share Think: Example in your life of a different perspective of the same event? What groups in the U.S. might have a different view of events?



- ii. **Activity 2: [Timeline & Historic Themes](#)**- Review Visual Graphs, Key Terms, Dates, & Themes
1. Question: What is the dominant narrative based on this reading?
  2. Whose story is being told?
  3. What groups in the U.S. were present and might have a different view?

Term	Definition
Salutary neglect	The unofficial policy of the British crown where they avoided strict enforcement of parliamentary law in the colonies.
Second Continental Congress (1775)	A meeting of representatives from the colonies, who approved the creation of a professional Continental Army to defend the American colonies. They appointed George Washington as the commander in chief of the army.
Olive Branch Petition (1775)	Adopted by the Second Continental Congress in 1775, it was a final attempt to avoid war between Great Britain and the Thirteen Colonies. The petition asserted colonial rights, while still maintaining their loyalty to the British crown.
George Washington	The first commander in chief of the Continental Army, who led the colonies to victory over the British army.
Lexington and Concord (1775)	The first battles of the Revolutionary War, which took place outside of Boston, Massachusetts.
Minutemen	Colonial militia which were prepared to fight the British "with a minute's notice."
Common Sense	A pamphlet published by Thomas Paine in 1775, which advocated for independence from Great Britain.
Declaration of Independence	A list of 27 grievances the colonists had with the British crown that the colonists used as justification to declare independence from Britain.
Articles of Confederation (ratified 1781)	The first constitution of the United States, which created a weak central government and allowed for strong state governments.
Battle of Yorktown (1781)	Revolutionary War battle that ended in decisive victory for American colonial forces. The surrender of British General Cornwallis led the British government to negotiate peace.
Treaty of Paris (1783)	Treaty that officially ended the Revolutionary War in 1783.

**The Death of General Warren at the Battle of Bunker's Hill**

Key dates

Year	Event
1775	Olive Branch Petition; Battles of Lexington and Concord
1776	Common Sense published; Declaration of Independence issued
1777	The Continental Congress adopted the Articles of Confederation.
1781	British forces surrender at Yorktown; all thirteen states ratified the Articles of Confederation
1783	Treaty of Paris ratified

Core historical themes

Growing restrictions and response: Leading up to the Revolutionary War, the British government ended its practice of salutary neglect, tightening control over the colonies. The British government began implementing taxes to deal with the debt it had accumulated during the Seven Years' War. The American colonists resisted these measures through boycotts and protests, like the Boston Tea Party (organized by the Sons of Liberty). The British government responded with further restrictions, increasing tensions between the British and its colonies.

iii. **Activity 3:** Text Analysis & Discussion: Diverse Perspectives on the Revolutionary War

1. Group Discussion Questions on [Openstax Reading Chapters 6.4 & 7.2](#)

- i. Text Analysis: How is the dominant narrative challenged?
- ii. How did the Revolutionary War Impact the lives of individuals based on race, class and gender?
- iii. Did anything surprise you?
- iv. How did the Revolutionary war provide challenges and opportunities for marginalized groups?



iv. **Activity 4:** Text & Video Analysis on Diverse Perspectives on the Revolutionary War

1. **Video & Primary Source Analysis:** [Watch PBS Video](#), of Abigail Adams reading a letter to her husband, John Adams.



**ACTIVITY 3: Write a Letter, Poem or Create Your Own Monument**

- **Task:** \_\_\_\_\_
- **Option 1:** If you were a letter to John Adams and the members of the Continental Congress, what would you want to be included in the early constitution that would be more inclusive and equitable today?

**Option 1: Write a Letter or Poem**

**Option 2: Create Your Own Monument**

- **Option 2:** Create your own monument representing a value or idea from your community or family that you would like to see honored.
- **Included:** Principles of "Think Big" (from 1) or the monument represents \_\_\_\_\_
- **Steps:** 1) Create a drawing that shows your monument (sketches, photos) (upload your monument to your class).
- **Goal:** For a drawing of an actual monument that does not exceed 1 foot high and 1 foot wide. You may be creative with materials and use any colors, materials.

SCRIPT- “...I long to hear that you have declared an independency — and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation. That your Sex are Naturally Tyrannical is a Truth so thoroughly established as to admit of no dispute, but such of you as wish to be happy willingly give up the harsh title of Master for the more tender and endearing one of Friend. Why then, not put it out of the power of the vicious and the Lawless to use us with cruelty and indignity with impunity. Men of Sense in all Ages abhor those customs which treat us only as the vassals of your Sex. Regard us then as Beings placed by providence under your protection and in imitation of the Supreme Being make use of that power only for our happiness.”

2. Discussion Questions- Common Core

- a. What kind of text is this
- b. When was it written
- c. Who wrote it? What is her status in society?
- d. What was the purpose of writing it?

- v. **Activity 5:** Handout: Text Analysis & Word Search on Primary Source: Students Read the primary source text they heard in the video.
1. Observe:
    - i. What words stand out to you?
    - ii. Does anything surprise you?
    - iii. Is this what you expected to see? Why or why not?
  2. Reflect:
    - i. Why do you think this person wrote this letter?
    - ii. What was happening when this was written?
    - iii. Why do you think this is important?
    - iv. What can you learn about the revolutionary era by examining this document?
    - v. What does this say about the dominant systems in place during this era?
    - vi. Who has the power and who doesn't?
    - vii. How is Abigail trying to change the system?
  3. Question
    - i. What does this passage make you wonder about?

- vi. **Activity 6:** Handout- Art Activity Assignment
1. Discuss: Advocacy: Consider how Abigail Adams advocated new laws to be included in the Early American Republic so it would be more inclusive and equitable.
    - a. Assignment Option 1: If you wrote a letter to John Adams and the framers of the Constitution, what would you want to be included in the early republic that would help make a more equitable and inclusive society today?
      - i. Create Your Own Counter-Narrative Monument: Consider who you would like to be added to U.S. History.
    - b. Assignment Option 2: Create your own monument representing a hero in your community or family who would like to see honored.
      - i. Monuments can be a drawing on a poster board or an actual monument made out of clay, wood or cardboard. It cannot be more than 1 foot tall and by 1 foot wide.



## Handout Activity 5:

### ACTIVITY-WORD SEARCH HANDOUT-TEXT ANALYSIS:



**ACTIVITY:** In this activity we will watch the video and analyze the text below to determine Abigail Adams perspective.

- CIRCLE THE WORDS** in the script that stand out. What words reflect Abigail Adams perspective?

  - ABIGAIL ADAMS LETTER MARCH 31, 1776** SCRIPT: *...I long to hear that you have declared an independency — and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies; we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation. That your Sex are Naturally Tyrannical is a Truth so thoroughly established as to admit of no dispute, but such of you as wish to be happy willingly give up the harsh title of Master for the more tender and endearing one of Friend. Why then, not put it out of the power of the vicious and the Lawless to use us with cruelty and indignity with impunity. Men of Sense in all Ages abhor those customs which treat us only as the vassals of your Sex. Regard us then as Beings placed by providence under your protection and in imitation of the Supreme Being make use of that power only for our happiness.*

    - Text Analysis Questions to Consider**

      - Observe:**

        - What words stand out to you? \_\_\_\_\_
        - Does anything about this letter surprise you? \_\_\_\_\_
        - Is this what you expected to see? Why or Why not? \_\_\_\_\_
      - Reflection:**

        - Why do you think she wrote this letter? \_\_\_\_\_
        - What was happening when this was written? \_\_\_\_\_
        - Why do you think this is important? \_\_\_\_\_
        - What can you learn about the Revolutionary era by examining this? \_\_\_\_\_
      - Questions:**

        - What does this passage make you wonder about? \_\_\_\_\_
  - CIRCLE THE WORDS** in the script that stand out. What words reflect John Adams perspective?

    - JOHN ADAMS RESPONSE LETTER APRIL 1776** SCRIPT: *“As to your extraordinary Code of Laws, I cannot but laugh. We have been told that our Struggle has loosened the bands of Government every where. That Children and Apprentices were disobedient—that schools and Colleges were grown turbulent—that Indians slighted their Guardians and Negroes grew insolent to their Masters. But your Letter was the first Intimation that another Tribe more numerous and powerful than all the rest were grown discontented. . . Depend on it, We know better than to repeal our Masculine systems.”*

      - Text Analysis Questions to Consider**

        - Observe:**

          - What words stands out to you? \_\_\_\_\_
          - Does anything about his letter surprise you? \_\_\_\_\_
          - Is this what you expected to see? Why or Why not? \_\_\_\_\_
        - Reflection:**

          - What was happening when this was written? \_\_\_\_\_
          - Why do you think this is important? \_\_\_\_\_
          - What can you learn about the Revolutionary era by examining this? \_\_\_\_\_
        - Questions:**

          - What does this passage make you wonder about? \_\_\_\_\_

## Handout Activity 6:

### **ACTIVITY-Write a Letter, Poem or Create Your Own Monument:**

- Name \_\_\_\_\_
- **Option 1: If you wrote a letter to John Adams and the framers of the Constitution, what would you want to be included in the early republic that would be more inclusive and equitable today?**

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#### **Option 1: Write A Letter or Poem**



#### **Option 2: Create Your Own Monument**



- **Option 2: Create your own monument representing a value and/or hero in your community or family who you would like to see honored.**
- Include 3 Principles or Words this Hero lives by or this monument represents
- Write one to 5 sentences describing how this person overcame obstacles, positively changed their community or your family.
- Can be a drawing or an actual monument that does not exceed 1 foot high and 1 foot wide. You can be creative with materials and use clay, wood, cardboard.

#### **IV. Professional Benefits of Sabbatical**

As an academic historian, reading and research are vital to the profession and imperative in staying current in the field. Professionally, I benefitted as a historian by enhancing my knowledge and background of historical events specifically seen through the lens of diverse narratives and minority perspectives. From reconsidering the concept of liberty through the lens of the marginalized through reconsidering U.S. history labels like “Founding Fathers” to more appropriate labels like the “Framers” which may resonate better with our diverse student population. Beyond that, working with faculty leaders at the California History-Social Science Project and earning certification of Ethnic Studies teaching through the University of California, Riverside I was able to explore new content, curriculum, and pedagogical approaches being taught across the state, which helps me update and align my LBCC content with Long Beach Unified and Long Beach State curriculum as K-14 is in the process of introducing ethnic studies into the high schools and the universities due to state initiatives. This sabbatical has helped me keep me abreast to current topics and debates that impact my field and my students; and has helped me evolve my pedagogical approach to make it more relevant and timelier.

#### **V. Benefits for Students**

LBCC’s 2019-2022 Student Equity Plan states that equitable pedagogy is a key component to improve student retention and transfer. Thus, in creating the anti-racist resource page, faculty can access the top recommended resources by experts and state leaders in equity curriculum in order to adopt these practices in the classroom, and in doing so, promote student retention and transfer. Students will benefit from the research I have conducted as it will expose them to current debates, diverse content, and more pertinent discussion topics that will enhance their classroom experience. Implementing new pedagogical approaches in the classroom will help create cultivate culturally responsive teaching and student success. Some examples include of these methods include building relationships and trust in the classroom, activating students’ prior knowledge and cultural capital, making the curricula culturally relevant, finding ways students can use their own strengths in assignments, and incorporate popular culture.

#### **VI. Benefits for College**

Creating an anti-racist resources page with recommendations of the most pertinent resources by content experts and state leaders in anti-racist pedagogy for the college was a meaningful project for faculty, staff, students, and larger campus community. Faculty across disciplines can now benefit from having an organized resource page to quickly find top recommended resources along with abstracts and links if the library has them in the collections. Being able to access the most relevant anti-racist resources will empower faculty to develop relevant strategies to improve equity in classrooms across campus. Furthermore, my sabbatical project supports the professional development goals of LBCC’s 2019-2022 Student Equity Plan, which states that equitable pedagogy is a key component to improve student retention and transfer. Creating a faculty resource page with links and abstracts to the most relevant resources on equity and anti-racist pedagogy and adds to our equity initiatives on campus. Also, I am in talks with faculty and campus leaders about collaborating on a workshop highlighting equity resources and practices for faculty professional development. Finally, I plan to offer a workshop for the School of Social Science introducing faculty to this resource to promote professional development in our area.

## VII. Tangible products

1. Creation of Anti-Racist Resource Library Libguide
2. Creation of bibliography with abstracts of most relevant anti-racist & equity resources
3. Revision *Voices of World History* texts
4. Added *Voices of World History* texts to LBCC Faculty OER Resource Page
5. Completed certification in the Teaching of Ethnic Studies from the University of California, Riverside
6. Creation of equity assignments for history courses
7. Discussed collaboration with leadership and faculty to offer equity workshops with Deans Dr. Creason, Kenna Hillman, and Dr. Orr

## VIII. Additional Comments

I want to thank the sabbatical committee for giving me this opportunity for professional and personal growth. Below are examples of the table of contents from my revised *Voices of World History* texts.

### EXAMPLE: Table of Contents with primary sources from *Voices of World History*, Volume I:

<b>CONTENTS</b>		
<b>LECTURE TOPIC 1</b>		
<i>Early Humankind</i>	1	
<b>LECTURE TOPIC 2</b>		
<i>Mesopotamian Civilizations</i>	2	
▪ READING 1	4	
<i>The Epic of Gilgamesh</i>	4	
▪ READING 2	9	
<i>The Law Code of Hammurabi</i>	9	
<b>LECTURE TOPIC 3</b>		
<i>Ancient Israel</i>	11	
▪ READING 1	12	
<i>The Book of Genesis</i>	12	
▪ READING 2	14	
<i>Proverbs &amp; Ecclesiastes</i>	14	
▪ READING 3	17	
<i>Josephus' Antiquities of the Jews</i>	17	
<b>LECTURE TOPIC 4</b>		
<i>Ancient Egypt</i>	21	
▪ READING 1	23	
<i>Hymn to the Nile</i>	23	
▪ READING 2	25	
<i>Herodotus Describes the Great Pyramid</i>	25	
▪ READING 3	26	
<i>Herodotus Describes Egypt</i>	26	
<b>LECTURE TOPIC 5</b>		
<i>Ancient India</i>	28	
▪ READING 1	30	
<i>The Rig Veda</i>	30	
▪ READING 2	32	
<i>The Jainist Sutras</i>	32	
▪ READING 3	34	
<i>The Sermon at Benares</i>	34	
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<b>LECTURE TOPIC 6</b>		
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▪ READING 1	38	
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<i>The Tao Te Ching of Lao Tzu</i>	40	
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<i>The Cretan, Mycenaean and Archaic Greek Civilization</i>	42	
▪ READING 1	44	
<i>The Iliad &amp; Odyssey by Homer</i>	44	
▪ READING 2	49	
<i>Poets of the Lyric Age</i>	49	
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<i>Athens and Sparta</i>	53	
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<i>Plutarch's "Pericles" and "Lycurgus"</i>	54	
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<i>Herodotus: The Battle of Marathon</i>	62	
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<i>Herodotus: The Battle of Thermopylae</i>	63	
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<i>The Religion, Art, and Philosophy in Classical Greece</i>	65	
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▪ READING 2	68	
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**EXAMPLE: Table of Contents with primary sources from *Voices of Modern World History, Volume II*:**

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<b>LECTURE TOPIC 1</b>	
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<i>Marco Polo's Travels (1300 A.D.) Latin</i>	3
▪ READING 2	
<i>The Columbus Letter</i>	5
▪ READING 3	
<i>Circumnavigating the Globe: Magellan</i>	8
▪ READING 4	
<i>Human Sacrifice among the Aztecs: 1520, José de Acosta</i>	10
▪ READING 5	
<i>A Contemporary Describes Forced Indian Labor at Potosi</i>	11
▪ READING 6	
<i>A Defense of American Natives</i>	12
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<i>Johann Tetzel and Indulgences</i>	15
▪ READING 2	
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<i>Absolutism &amp; The Scientific Revolution &amp; Enlightenment</i>	19
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<i>An Unknown Contemporary Describes Queen Elizabeth</i>	21
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<i>Life at Versailles Under Louis XIV</i>	22
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<i>Copernicus Ascribes Movement to the Earth</i>	24
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