

## Resources for Facilitating Difficult Dialogues

### Print Resources for Difficult Dialogues:

- Blum, L. (1998). Can we talk?: Interracial dialogue in the classroom. *Change*, 30(6), 26-37.
- Duarte, E.M. & Smith, S. (2000). *Foundational perspectives in multicultural education*. New York: Longman.
- Frederick, P. (1995). Walking on eggs. *College Teaching*, 43(3), 83-92.
- Garmon, M. (1998). Using dialogue journals to promote student learning in a multicultural teacher education course. *Remedial & Special Education*, 19(1), 32-45.
- Goodman, D. (1995). Difficult dialogues. *College Teaching*, 43(2), 47-52.
- Goodman, D. (1998). Lowering the shields: Reducing defensiveness in multicultural education. In R. Chaves & J. O'Donnell (Eds.), *Speaking the unpleasant: The politics of (non) engagement in the multicultural education terrain*. Albany: State University of New York Press.
- Lynch, E. (1997). Instructional Strategies. In A. Morey & M. Kitano (Eds.), *Multicultural course transformation in higher education: A broader truth* (pp. 56-70). Needham Heights, MA: Allyn & Bacon.
- Rios, D. (2002). A U.S. born Latina professor: Cultural stranger in my own classroom, In L. Vargas (Ed.), *Women faculty of color in the white classroom*. New York: Peter Lang.

### Online Resources for Difficult Dialogues:

- Mark.A. Chesler. Perceptions of faculty behavior by students of color. *CRLT Occasional Papers*, 7 (1997). [http://www.crlt.umich.edu/publinks/CRLT\\_no7.pdf](http://www.crlt.umich.edu/publinks/CRLT_no7.pdf)
- Gail Crombie, Sandra W. Pyke, Naida Silverthorn, Alison Jones & Sergio Piccinin. Student perceptions of their classroom participation and instructor as a function of gender and context. *Journal of Higher Education*. 74:1 (Jan./Feb. 2003). pp. 51-76. [http://muse.jhu.edu/journals/journal\\_of\\_higher\\_education/v074/74.1crombie.pdf](http://muse.jhu.edu/journals/journal_of_higher_education/v074/74.1crombie.pdf)

- Gilda Lopez & Nancy Chism. Classroom concerns of gay and lesbian students. *College Teaching*. 41:3 (Summer 1993). pp. 97-103.  
<http://search.epnet.com/login.aspx?direct=true&db=afh&an=9608053129>
- Peggy McIntosh. *White privilege: unpacking the invisible knapsack*. (1988).  
<http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html>
- Earlham College. *Unpacking the invisible knapsack II: daily effects of straight privilege*. (c2001).  
[http://www.cs.earlham.edu/~hyrax/personal/files/student\\_res/straightprivilege.pdf](http://www.cs.earlham.edu/~hyrax/personal/files/student_res/straightprivilege.pdf)
- Craig Nelson. Student diversity requires different approaches to college teaching, even in math and science. *American Behavioral Scientist*. 40:2 (Nov.-Dec. 1986). pp. 165-175.  
[http://www.usask.ca/tlc/pdf/96\\_StudentDiversity.pdf](http://www.usask.ca/tlc/pdf/96_StudentDiversity.pdf)
- Yolanda Suarez-Balcazar, Lucia Orellana-Damacela, Nelson Portillo, Jean M. Rowan, & Chelsea Andrews Guillen. Experiences of differential treatment among college students of color. *Journal of Higher Education*. 74:4 (July/Aug. 2003). pp. 429-444.  
[http://muse.jhu.edu/journals/journal\\_of\\_higher\\_education/v074/74.4balcazar.pdf](http://muse.jhu.edu/journals/journal_of_higher_education/v074/74.4balcazar.pdf)
- Elisabeth Kuhn, "Cross-cultural stumbling blocks for international teachers," *College Teaching*, 44:3 (Summer 1996), pp. 96-99.  
<http://search.epnet.com/login.aspx?direct=true&db=afh&an=9611060474>