Annotated Bibliography

Below are the electronic resources we have available at the Multicultural Research and Resource Center. Feel free to come by the Northern Neck building, or use this bibliography to find the sources through the George Mason Library.

Area Studies


Based on Abe and Jones’ study, this article proposes a more complex conceptualization of the model of multiple dimensions of identity that integrates intersecting domains of development.


Strategies authored by the Committee on Disability Issues in Psychology on removing bias language when referring to disabilities.


This article uses a set of films about teaching and teachers as ‘texts’ that define and redefine what it means to be a teacher or a mother and explores the implications of these constructions for teaching and teacher education through a critical race theory perspective.


Billings explains in depth Critical Race Theory, its basis and the relevance it has to the education field.

In this article Michael Bronski explains why he believes the Gay Rights Movement is at a decline and how the movement will die off if the approach is not reassessed.


Christian and Lapinski conducted and analyzed the results of a study on high school students’ knowledge, attitudes and stereotypes about Muslims and Islam.


The authors support a constructionist interpretation of disability, based on a social justice perspective, through discussing disability paradigms, factors that influence attitudes and attitude change regarding disability, and disability ally development and behaviors.


In this article the author examines fictional television depictions of black middle class achievement and nonfictional representations of black urban poverty.


Russel discusses the evolution of being Asian in America.

**Gender Issues**


Retired SDPD Sergeant Joanne Archambault combats misinformation in police training regarding rape cases.


This essay examines the stereotype that transgender people are “deceivers” and the stereotype’s role in promoting and excusing transphobic violence. The author shows how this system of gender presentation as genital representation is part of larger sexist and racist systems of violence and oppression.

Conway examines the multiple sides of the same sex marriage debate, discussing everything from the legal right for those of the same sex to marry to the privilege not to.


This visual charts the ways in which men can and do exert power and control over women.


This paper describes and assesses the outcome of a teaching "experiment" conducted in an introductory level sociology of human sexuality class. For the "sexual orientation guessing game" described here, Hartley attempted to disguise her sexual orientation until the last week of class, at which time, she asked students to write down their (anonymous) guesses as to her sexual orientation and to provide three reasons for their answers.


Texts and images in the print media, outdoor advertisements, and on the Internet form the primary source material for this article. The Bush administration and the American media, drawing upon well-worn traditions of representation, contrasted American women and Muslim/Middle Eastern women, American and Middle Eastern male sexuality, and the moral qualities (good versus evil) of American and Middle Eastern people. They used those contrasts to explain 9/11 and legitimize war in Afghanistan and Iraq. 9/11 was simply explained through a contrast between American innocence and Muslim savagery.


In this article Joe Kelly and Stacy Smith conduct a content analysis of popular G rated films, finding a large imbalance between male and female characters, and gender stereotyping.

Kerlee looks at the contemporary challenges feminism faces, seeks to define feminism today, and highlights current feminist activism in part by looking at the work of Nancy A. Naples.


Lonsway, Archambault and Berkowitz study and attempt to create better training programs for officers dealing with rape cases. This module hopes to train law enforcement to treat all rape cases as “real,” in hopes of combating belief that many rape cases are falsely reported.


This article seeks to chart a course through the contested areas of gender and sexual orientation in hopes of establishing a theoretical framework and an agenda for much needed future research.


The authors here seek to (1) explore the meaning and value of dialogic, participatory, and experiential practices in transforming students from passive knowledge-consumers into empowered knowledge-producers; (2) discuss how this shift provides spaces for the emancipation of both teachers and students; and (3) address the challenges and risks that are encountered in the classroom when experimenting with non-traditional pedagogies (or teaching method).


This report identifies safety problems on college campuses for the LGBTQ Community, and recommends different solutions.

White Privilege

This essay examines the presumed authority of experience through a discussion of a debate around the meaning of ‘experience’ in feminist thought. Social justice educators, the author argues, must focus attention on how the subjective understanding of experience is mediated by politics, power and ideology.


In this paper the authors endeavor to share the work they do to “teach different ways of being white,” by offering the idea of a Radical White Identity.


This chapter, from a larger work, discusses the significance of Bourdieu’s work in the teaching of English as a second language (ESL), and more generally its implications for bilingualism and literacy education. Bourdieu’s stance in posing the question, “Who has the right to speak?” enables us to understand the discursive workings of class, race, culture and power.


This study takes a qualitative approach to understanding perceptions of White student identity in response to a racial hate email circulated to minority students throughout a predominately White university campus in the US in 1999.


Here McIntosh lists a number of ways in which she experiences privilege in her daily life, as a result of being white.


This chapter, of a larger work, discusses McKinney’s research on the opinion of many young white people, that their whiteness if of economic disadvantage to them as a result of affirmative action.

O'Brien focuses this article on what she calls “antiracists” – people who acknowledge that racism still exists and who work to combat inequality.

Here the authors help to define racism and white privilege and their effects on community building.

This article discusses the presence and dynamics of hate groups in 2004.

This article discusses the authors interactions with 15 Grade Nine Drama students and their teacher at May Valley High School. The project was concerned with using transformative Drama pedagogy to reconceptualize cultural identity. The author observed the students' performances (both in and out of dramatic role) of their gender, sexuality, racial and ethnic identities.

Here Tatum advocates for stories of change from both white people and people of color in educating others about racism.

Using stories from his own life, Tim Wise shows that racism not only burdens people of color, but also benefits those who are "white like him" — whether or not they're actively racist.
This chapter has two broad aims. One is the larger social and political aim referred to in the first part of the title. The other, derived from the first, is to reflect on the social and political purposes of the academic field of Communication Studies to increase its relevance for analyzing and developing solutions for pressing issues such as the digital divide, the knowledge gap/information gap, and others.


This essay outlines several problematic assumptions and assertions that underlie the concerns raised by those involved in the so-called “academic freedom” movement.


The purpose of this article is to discuss the psychological and emotional effects of racism on people of Color.


This study examines different aspects of students’ college life to articulate their perceptions of campus community. The findings indicate that students’ sense of community is closely associated with their feelings of being cared about, treated in a caring way, valued as an individual and accepted as a part of community and the quality social life on campus.


In this article the author discusses two randomized field experiments that tested a social-psychological intervention designed to improve minority student performance and increase understanding of how psychological threat mediates performance in chronically evaluative real-world environments.


Collins discusses black managers getting channeled into what are basically "equal opportunity" promotion and PR types of jobs (she calls them "racialized" jobs). These are basically personnel management positions so they don't go to the top of the corporate job ladder and they don't develop the job experience one needs to get there.
This develops to form a career ceiling for many black managers without any kind of overt discrimination.


This article focuses on faculty responses to critical classroom incidents related to race and the importance of faculty being sensitive to issues of racism in order to effectively handle such situations.


In this essay Gerbner studies the effects of television on social cohesion.


This article discusses the rise of the “chief diversity officer,” position at many universities, from what used to simply be a “minority-affairs director” position.

Housee, Shirin. “Should ethnicity matter when teaching about ‘race’ and racism in the classroom?” Race Ethnicity and Education. Vol. 11, No. 4, (December 2008), 415–428.

This article examines how much being white or black can matter in teaching and learning about race and racism, and the importance of critical pedagogy.


Hughey discusses the difficulties in truly comprehending racism today.


Despite a growing body of research about mentoring, definitional, theoretical, and methodological deficiencies reduce the usefulness of existing research. This article provides a critical review of the literature on mentoring, with an emphasis on the links between mentoring and undergraduate academic success.

Jamieson dissects the ways in which argument effects student thinking, and suggests possible changes to traditional models.


This chapter is about perception attribution and judgment of others.


The studies presented here investigate the effects of self-affirmation on the performance of women under stereotype threat.

Reason, Robert D. (Editor), Ellen M. Broido (Editor), Tracy L. Davis (Editor), Nancy J. Evans (Editor). Developing Social Justice Allies: New Directions for Student Services, No. 110. July, 2005.

This multi-chapter work covers everything from attitudes about social justice generally to specifics regarding race, class, gender, and disability.


In this article Sweet provides an overview of "Teaching Sociology” that indicates that probably only a small minority of sociology teachers fully practice radical pedagogy. It is argued that college professors are free to teach radical theory, but that radical pedagogy is hindered by institutional constraints.

This article addresses achievement barriers still faced by women in advanced quantitative areas and by African Americans in school.


This article points out the inadequacies of focusing on “behavioral culture” rather than “achievement culture,” as the center of instruction in many foreign language programs. Stressing the importance of the “cultural mind” in communicative processes,
this article argues for going beyond behavior in the instruction of culture to identify, through an interdisciplinary approach, the values and beliefs that shaped a given behavior in a second culture in the first place.


This article conceptualizes community cultural wealth as a critical race theory (CRT) challenge to traditional interpretations of cultural capital.

**Communication Education Journal**


This article examines the relationships among bodies, identities, and performances of whiteness in an Interracial Communication course.


Universities commonly rely upon International Teaching Assistants (ITAs) to teach basic courses. This use of ITAs is a considerable benefit to universities; however, there is substantial evidence to suggest that undergraduate students quite often object to being taught and graded by ITAs. This study reveals that students have coherent, shared narratives of their experiences of ITAs. Based on an analysis of the narratives, the authors offer a number of positive suggestions for the development of more effective training for ITAs.


Quality education in the United States has been compromised via public discourses that reinstitute racism on a daily basis. In its current manifestation, racism survives through the guise of neoliberalism, a kind of repartee that imagines human agency as simply a matter of individualized choices, the only obstacle to effective citizenship and agency being the lack of principled self-help and moral responsibility. In
this article, the author examines briefly the changing nature of the new racism by analyzing how some of its central assumptions evade notions of race, racial justice, equity, and democracy altogether.


The authors work explored whether or not her approach to teaching an interracial communication course was effective in reducing racial prejudice and promoting racial sensitivity and awareness among undergraduate students.


After reviewing issues of *The Speech Teacher* and *Communication Education* from inception through 2003, the authors note the absence of any prolonged, systematic investigation of the influence of race or the interplay of multiple cultural identities in academic settings.


Challenging the Cartesian dualisms that essentialize difference, this essay offers strategies for building transracial, feminist alliances through pedagogy. The authors argue that resistive classroom spaces should be created in which students and teachers challenge the discourses of domination that structure our understandings of identity and difference. They address issues of “race” and gender in an Intercultural Communication classroom.


This article discusses a need for a new professionalism in student affairs. The authors primarily discuss the practice of institutional change in the cultural framework of institutional stability.


Amidst few empirical studies of the effects of high stakes testing on classroom talk, this study concretely illustrates erosion of inclusive teacher-student interaction.
Using discourse analysis, it compares K-12 classroom instructional practices before and after the imposition of standardized testing and illuminates the negative transformation of five inclusionary discursive practices.

**Religion**


This article focuses on the concept of Christian Privilege.


This article focuses on the international implications of Christian privilege.


This article introduces the concept of Christian privilege, and suggests strategies to begin to challenge it in education and the workplace.