

**Diversity, Civility, and the Liberal Arts:
An Institute for Faculty and Administrators at
Independent Colleges and Universities**

Atlanta, Georgia • June 2-5, 2019

READING LIST FOR PARTICIPANTS

Note: All of the essential readings and most of the recommended readings are available through the CIC website at www.cic.edu/2019DiversityReadings, either as downloadable PDF files (marked with asterisks) or hyperlinks to web-based sources. You must be logged into your CIC account to access that page. Please do not share the link. Contact Philip M. Katz at pkatz@cic.nche.edu or (202) 466-7230 with questions.

➤ **Welcome and Institute Overview (Beverly Tatum)**

Essential:

*Erwin Chemerinsky and Howard Gillman, *Free Speech on Campus* (New Haven: Yale University Press, 2017), pp. 1–48: “The New Censorship” and “Why Is Free Speech Important?”

Beverly Daniel Tatum, “Why Are All the Black Kids *Still* Sitting Together in the Cafeteria? And Other Conversations About Race in the Twenty-First Century,” *Liberal Education* 103:3/4 (Summer/Fall 2017), pp. 46–55: <https://www.aacu.org/liberaleducation/2017/summer-fall/tatum>.

Recommended:

The rest of Chemerinsky and Gillman, *Free Speech on Campus*, but especially pp. 111–159: “What College Campuses Can and Can’t Do.”

➤ **Diversity and Equity in Higher Education: Setting the Context and Challenging Myths (Julie J. Park)**

*Julie J. Park, “Student Demographics and Equity,” in *The Challenge of Independent Colleges: Moving Research into Practice*, edited by Christopher C. Morphew and John M. Braxton (Baltimore, MD: Johns Hopkins University Press, 2017), pp. 140–161.

*Julie J. Park, *Race on Campus: Debunking Myths with Data* (Cambridge, MA: Harvard Education Press, 2018), pp. 11–27: “Black Students and the Cafeteria—What’s the Big Fuss?” and pp. 49–70: “Is Class-Based Affirmative Action the Answer?”

➤ **The Humanities as a Resource for Negotiating Identity (K. Anthony Appiah)**

Essential:

*Kwame Anthony Appiah, *The Lies that Bind: Rethinking Identity* (New York: W.W. Norton & Co., 2018), pp. 1–32: “Classification” and pp. 213–219: “Coda.”

*Kwame Anthony Appiah, “The Red Baron,” *New York Review of Books* 65:15 (October 11, 2018), pp. 22–24.

Recommended:

Robin S. Dillon, “Respect,” *The Stanford Encyclopedia of Philosophy* (Spring 2018 Edition), edited by Edward N. Zalta: <https://plato.stanford.edu/archives/spr2018/entries/respect/>.

➤ **Diversity, Civility, and the Liberal Arts: The Case of Kalamazoo College (Eileen B. Wilson-Oyelaran)**

*Michael A. McDonald, Sarah B. Westfall, and Eileen B. Wilson-Oyelaran, “It Takes a Campus: Building Capacity to Sustain the Diversity Journey,” in *Intersectionality in Action: A Guide for Faculty and Campus Leaders for Creating Inclusive Classrooms and Institutions*, edited by Brooke Barnett and Peter Felten (Sterling, VA: Stylus Publishing, 2016), pp. 48–62.

➤ **The Social Construction of Identities and the ABCs of Inclusive Pedagogy (Beverly Daniel Tatum)**

Essential:

*Beverly Daniel Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations About Race* (New York: Basic Books, 2017), pp. 99–108: “The Complexity of Identity.”

*Beverly Daniel Tatum, *Can We Talk About Race? And Other Conversations in an Era of School Resegregation* (Boston: Beacon Press, 2007), pp. 105–126: “In Search of Wisdom: Higher Education for a Changing Democracy.”

*Cia Verschelden, *Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization* (Sterling, VA: Stylus Publishing, 2017), pp. 5–8: “The Costs of Racism, Poverty, and Social Marginalization”; pp. 26–30: “Loss of Cognitive Resources and Bandwidth”; pp. 59–60: “Interventions that Mitigate the Negative Effects of Poverty and the Underminers”; and pp. 79–98: “Belonging.”

Recommended:

Robin DiAngelo, “White Fragility,” *The International Journal of Critical Pedagogy* 3:3 (2011), pp. 54–70: <http://libjournal.uncg.edu/ijcp/article/view/249>.

*Beverly Daniel Tatum, “Talking about race, learning about racism: An application of racial identity development theory in the classroom,” *Harvard Educational Review* 62:1 (1992), pp. 1–24.

The rest of Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria?* and the rest of Verschelden, *Bandwidth Recovery*

➤ **Interfaith Literacy and Leadership (Eboo Patel)**

Essential:

Eboo Patel, “Toward a Field of Interfaith Studies,” *Liberal Education* 99:4 (Fall 2013), pp. 38–43: <https://www.aacu.org/publications-research/periodicals/toward-field-interfaith-studies>.

Eboo Patel, Katie Bringman Baxter, and Noah Silverman, “Leadership Practices for Interfaith Excellence in Higher Education,” *Liberal Education* 101:1/2 (Winter/Spring 2015), pp. 48–53: <https://www.aacu.org/liberaleducation/2015/winter-spring/patel>.

Eboo Patel, “Colleges Should Be Nurturing Interfaith Leaders,” *Chronicle of Higher Education* (June 13, 2016): <https://www.chronicle.com/article/Colleges-Should-Be-Nurturing/236752>.

Eboo Patel, “What Is Interfaith Leadership?,” *Facing History and Ourselves* (2016): <https://www.facinghistory.org/resource-library/what-interfaith-leadership-eboo-patel>.

Eboo Patel, “On Building a Diverse Democracy: Justice and Identity in the Twenty-First Century,” *Liberal Education* 103:1 (Winter 2017), pp. 28–35: <https://www.aacu.org/liberaleducation/2017/winter/patel>.

Eboo Patel, “A Nation Under Two Flags: Liberal Education, Interfaith Literacy, and the New American Holy War,” *Liberal Education* 104:3 (Summer 2018), pp. 26–33: <https://www.aacu.org/liberaleducation/2018/summer/patel>.

Eboo Patel, “Muslims at the American Table,” *Martin Marty Center for the Public Understanding of Religion* (September 20, 2018): <https://divinity.uchicago.edu/sightings/muslims-american-table>.

Eboo Patel, “Faith Is the Diversity Issue Ignored by Colleges; Here’s Why That Needs to Change,” *Chronicle of Higher Education* (October 29, 2018): <https://www.chronicle.com/article/Faith-Is-the-Diversity-Issue/244953>.

Recommended:

Eboo Patel et al., *Out of Many Faiths: Religious Diversity and the American Promise* (Princeton, NJ: Princeton University Press, 2018).

“Case Study Initiative,” *The Pluralism Project* (Harvard University):
<http://pluralism.org/casestudy>.

“Online Learning,” *Interfaith Youth Core*: <https://www.ifyc.org/onlinelearning>.

➤ **A Conversation about Gender, Sexual Identity, and the Liberal Arts (Beverly Guy-Sheftall and Moon Charania)**

Essential:

Inda Lauryn, “A Beginner’s Guide to Understanding Important Gender and Sexuality Terms,” *For Harriet* (March 12, 2015): <http://www.forharriet.com/2015/03/a-beginners-guide-to-understanding.html>.

*Evin Taylor, “Cisgender Privilege: On the Privileges of Performing Normative Gender,” in *Gender Outlaws: The Next Generation*, edited by Kate Bornstein and S. Bear Bergman (San Francisco: Seal Press, 2010), pp. 268–272.

Recommended:

William Little, “Gender, Sex, and Sexuality,” *Introduction to Sociology: 2nd Canadian Edition* (Victoria, BC: BCCampus, 2016), Chapter 12: <https://opentextbc.ca/introductiontosociology2ndedition>.

➤ **Powerful but Invisible: Psychological Factors Shaping Student Success (Geoffrey Cohen)**

*Geoffrey L. Cohen and Julio Garcia, “Educational Theory, Practice, and Policy and the Wisdom of Social Psychology,” *Policy Insights from the Behavioral and Brain Sciences* 1:1 (2014), pp. 13–20.

*Geoffrey L. Cohen, Julio Garcia, and J. Parker Goyer, “Turning Point: Targeted, Tailored, and Timely Psychological Intervention,” in *Handbook of Competence and Motivation: Theory and Application*, 2nd ed., edited by Andrew J. Elliott, et al. (New York: Guilford, 2017), pp. 657–686.

➤ **Access, Inclusion, and the Literary Canon (Roosevelt Montás)**

Frank Bruni, “Plato and the Promise of College,” *New York Times* (August 5, 2014):
<https://nyti.ms/1omRqUm>.

Casey N. Blake, Roosevelt Montás, and Tamara Mann Teel, “Democratizing the Great Books,” *Inside Higher Ed* (April 3, 2017): <https://www.insidehighered.com/views/2017/04/03/all-students-including-underserved-populations-should-be-taught-great-books-essay>.

Roosevelt Montás, “Democracy’s Disappearance,” *Chronicle of Higher Education* (October 1, 2017): <https://www.chronicle.com/article/Democracy-s-Disappearance/241303>.

*W.E.B. DuBois, “Of Mr. Booker T. Washington and Others” and “Of the Wings of Atalanta,” *The Souls of Black Folk* (1903): <http://etc.usf.edu/lit2go/203/the-souls-of-black-folk/> (among many other digital and print editions).

*Andrew Delbanco, *College: What It Was, Is, and Should Be* (Princeton, NJ: Princeton University Press, 2012), pp. 9–35: “What Is College For?”

➤ **History Confronting Difficult Histories on Campus (David Blight)**

*Carl L. Becker, “Everyman His Own Historian,” *American Historical Review* 37:2 (1932), pp. 221–236.

*Marc Bloch, *The Historian’s Craft* (1953; New York: Vintage, 1964), pp. 3–38: “Introduction” and “History, Men, and Time.”

*W. E. B. Du Bois, *Black Reconstruction* (New York: Harcourt, Brace and Co., 1935), pp. 711–729: “The Propaganda of History.”

➤ **Case Studies in Intergroup Dialogue (Kristie A. Ford)**

Essential:

Biren (Ratnesh) A. Nagda, Patricia Gurin, Nicholas Sorensen, and Ximena Zúñiga, “Evaluating Intergroup Dialogue: Engaging Diversity for Personal and Social Responsibility,” *Diversity & Democracy* 12:1 (Winter 2009), pp. 4–6: <https://www.aacu.org/publications-research/periodicals/evaluating-intergroup-dialogue-engaging-diversity-personal-and>.

*Ximena Zúñiga, Gretchen Lopez, and Kristie Ford, “Intergroup Dialogue: Critical Conversations about Difference and Social Justice,” in *Intergroup Dialogue: Engaging Difference, Social Identities, and Social Justice: Research Perspectives and New Directions*, edited by Ximena Zúñiga, Gretchen Lopez, and Kristie Ford (New York: Routledge, 2014), pp. 1–24.

Recommended:

Kristie A. Ford, ed., *Facilitating Change through Intergroup Dialogue: Social Justice Advocacy in Practice* (New York: Routledge, 2018).

➤ **How Can Free Speech Be Sustained on Campus? (Frederick M. Lawrence)**

Essential:

*Erwin Chemerinsky and Howard Gillman, *Free Speech on Campus* (New Haven: Yale University Press, 2017), pp. 49–81: “Nullius in Verba: Free Speech at Colleges and Universities.”

Frederick M. Lawrence, “The Contours of Free Expression on Campus: Free Speech, Academic Freedom, and Civility,” *Liberal Education* 103:2 (Spring 2017), pp. 14–21:
<https://www.aacu.org/liberaleducation/2017/spring/lawrence>

*Nadine Strossen, *Hate: Why We Should Resist It With Free Speech, Not Censorship* (New York: Oxford University Press, 2018), pp. 37-51: “Hate Speech Laws Violate Fundamental Free Speech and Equality Principles.”

Recommended:

Jeremy Waldron, *The Harm in Hate Speech* (Cambridge, MA: Harvard University Press, 2012), pp. 65–143: “The Appearance of Hate” and “Protecting Dignity or Protection from Offense?”

*Ivan Hare and James Weinstein, eds., *Extreme Speech And Democracy* (New York: Oxford University Press, 2009): Chapter 4 (James Weinstein, “An Overview of American Free Speech Doctrine and its Application to Extreme Speech”), Chapter 7 (Robert Post, “Hate Speech”), and Chapter 8 (Edwin Baker, “Autonomy and Hate Speech”).

*Frederick M. Lawrence, *Punishing Hate: Bias Crimes Under American Law* (Cambridge, MA: Harvard University Press, 1999), pp. 80–109: “Are Bias Crime Laws Constitutional?”

Frederick M. Lawrence, “Vigorous Civility: Aspirations for Free Expression on Campus,” in *Contemporary Issues in Higher Education*, edited by Marybeth Gasman and Andrés Castro Samayoa (New York: Routledge, 2018), pp. 98–115.