Crowdsourced Resources on Race, Diversity, and Equity

In our summer 2020 needs analysis survey, many graduate students indicated wanting the GSC to provide resources relevant to their graduate careers. In response to this request, the newsletter will from now own feature resources related to the current issue's theme. This includes features a number of resources that members of the applied linguistics community have shared with us and that we believe you will find useful.

Resources for Educators and/or Community Development Practitioners

- *Say Their Names: A Toolkit to Help Foster Productive Conversations About Race and Civil Disobedience* (Chicago Public Schools)
- *Let's Talk! Facilitating Critical Conversations With Students* (Teaching Tolerance)
- *Tool Library of Online Resources on Racial Equity* (The Mel King Institute for Community Building)
- *Anti Racism Educational Resources in the 2020 Resource List* (Haymarket People's Fund)
- *Black Freedom Struggle in the United States: A Selection of Primary Sources* (ProQuest)

Language and Research Centers

- *American Indian Language Development Institute (AILDI)* (housed by the University of Arizona)
- *Center for the Study of African American Language* (housed by the University of Massachusetts, Amherst)

Videos & Podcasts

- *CERCLL Three-Part Webinar Series on Social Justice* (Center for Educational Resources in Culture, Language, and Literacy; University of Arizona)
- *Pod Save the People* (hosted by DeRay Mckesson)
- *Building an Equity Mindset* (curated playlist of podcasts by Carrie Hutchinson)
- *Detained: How the United States Created the Largest Immigrant Detention System in the World* (Emily Kassie, The Marshall Project & The Guardian)
- *Supporting Immigrants in Schools* (four-part video series by CUNY IIE)
- *Una Vida, Dos Países: Children and Youth (Back) in Mexico* (film by Ben Donnellon, Tatyana Kleynm William Perez, & Rafael Vásquez)
- *Colored English: (Mis)Perceptions* (Okon Effiong)

Academic Publications

- *"If Carmen Can Analyze Shakespeare, Everybody Can": Positions, Conflicts, and Negotiations in the Narratives of Latina Pre-Service Teachers* (Hayriye Kayi-Aydar)
- *A Language Teacher's Agency in the Development of Her Professional Identities: A Narrative Case Study* (Hayriye Kayi-Aydar)
- *Speaking Against Racism: Stories of Successful Chinese L2 Learners of cColor in China* (Wenhao Diao)
- *We Are More Than Your Paycheck: The Dehumanization of International Students in the United States* (Santiago Castiello-Gutiérrez & Xiaojie Li)
- *International Students in the Trump Era: A Narrative View* (Kaitlyn N. Laws & Ravichandran Ammigan)
- *Exploring the Intersection of Transnationalism and Critical Race Theory: A Critical Race Analysis of International Student Experiences in the United States* (Christina W. Yao, Chrystal A. George Mwangi, & Victoria K. Malaney Brown)

News Articles & Online Magazines

- *More Than Half of College Students Self-Censor When Race and Other Tough Topics Come Up, Survey Finds* (Katherine Mangan)
- *How You Can Be an Ally in the Fight for Racial Justice* (Deray Mckesson)
- *How to Be a Good White Ally, According to Activists: Three Experts on What it Does and Doesn't Mean to Be an Ally, Now and Always* (Emily Stewart)
- *In California, Ethnic Studies Could Soon Be Required by Law. A Former Professor Is Behind It* (Marc Parry)
- *The Diversity Conversation Colleges Aren't Having* (Karin Fischer)
- *The Trump Administration Says Diversity Training Can Be Harmful. What Does the Research Say?* (Sarah Brown)
- *5 Lessons From a Race-and-Ethnicity Requirement* (Whitney Peoples & Angela D. Dillard)

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Editorial note: *The information posted on this page includes resources, organizations, companies, products, and/or services that the AAAL GSC believes you might find of interest. The AAAL GSC provides these resources solely for informational purposes. The presence of resources, organizations, companies, products, and/or services does not imply endorsement. Despite careful vetting and review, we do not guarantee completeness or accuracy of the information, and site visitors should always consult the original source. When site visitors select a link to an outside website, they are leaving the GSC site and are subject to the privacy and security policies of the owners and sponsors of the outside website. All liability for improper reproduction of copyrighted material lies with the individual who submitted the resource.*

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