



## Resource List

### A. Videos & Podcasts

*Regarding Race, Racism and Systems of Domination*

#### **Allegories of Race and Racism**

*Dr. Jones is a family physician and epidemiologist whose work focuses on the impacts of racism on the health and well-being of the nation. She seeks to broaden the national health debate to include not only universal access to high quality health care, but also attention to the social determinants of health (including poverty) and the social determinants of equity (including racism).*

Link: <https://www.youtube.com/watch?v=GNhcY6fTyBM>

#### **People, Systems, and the Game of Monopoly**

*An extended clip from a presentation by Allan G Johnson on race given at the University of Wisconsin, including using the game of Monopoly to illustrate the relationship between individuals and social systems and a description of the system of white privilege.*

Link: <https://www.youtube.com/watch?v=4rxL3ik9sJA>

#### **Race: The Power of an Illusion**

*“The division of the world's peoples into distinct groups - "red," "black," "white" or "yellow" peoples - has become so deeply imbedded in our psyches, so widely accepted, many would promptly dismiss as crazy any suggestion of its falsity. Yet, that's exactly what this provocative, new three-hour series by California Newsreel claims. **Race - The Power of an Illusion** questions the very idea of race as innate biology, suggesting that a belief in inborn racial difference is no more sound than believing that the sun revolves around the earth. Yet race still matters. Just because race doesn't exist in biology doesn't mean it isn't very real, helping shape life chances and opportunities.”*

Link: <http://www.newsreel.org/video/RACE-THE-POWER-OF-AN-ILLUSION>

*Historical & Current Examples of Systemic Racism*

#### **Ian Haney López on the Dog Whistle Politics of Race (Part One)**

*What do Cadillac-driving “welfare queens,” a “food stamp president” and the “lazy, dependent and entitled” 47 percent tell us about post-racial America? They're all examples of a type of coded racism that this week's guest, Ian Haney López, writes about in his new book, *Dog Whistle Politics*.*

Link to video: <http://billmoyers.com/episode/ian-haney-lopez-on-the-dog-whistle-politics-of-race/>

#### **American Indians Confront “Savage Anxieties”**

*“Bill Moyers speaks with Robert A. Williams Jr., a professor specializing in American Indian law, about how deals such as the one with Rio Tinto are a part of American Indian's tragic history of dispossession. ‘Very much like African-Americans, the history of America is taking away resources, whether it's labor or whether it's land from one racial group to give them to the dominate racial group,’ Williams, who is of Lumbee Indian heritage, says.*

Link to video: <http://billmoyers.com/episode/american-indians-confront-racism/>

#### **Harvest of Empire**

*“HARVEST OF EMPIRE is a documentary that astutely examines the role that U.S. military and corporate intervention in Latin America played in triggering massive waves of migration from Mexico, the Caribbean and Central America. Based on the groundbreaking book by journalist Juan González of*

*Democracy Now!*, this film also offers a powerful glimpse into the enormous sacrifices and rarely noted triumphs of the millions of Latino immigrants who are transforming the nation's cultural, economic and political landscape.”

Link: [http://www.snagfilms.com/films/title/harvest\\_of\\_empire](http://www.snagfilms.com/films/title/harvest_of_empire)

### **Plessy v. Ferguson**

*“The ruling in this infamous U.S. Supreme Court case stated that segregation was legal as long as the separate facilities were equal. But most people are more familiar with the name of the case than with the actual events that transpired around it.”*

Link: <http://www.missedinhistory.com/podcasts/plessy-v-ferguson.htm>

### **The Road to Brown v. Board**

*“It would be next to impossible to have ever had a class on American history or the American Civil Rights Movement and not heard about Brown v. Board. But the case is much more complicated than just one child in one segregated school system.”*

Link: <http://www.missedinhistory.com/podcasts/the-road-to-brown-v-board.htm>

### **The Aftermath of Brown v. Board**

*“Though the Brown v. Board ruling overturned Plessy v. Ferguson, it didn't suddenly solve the segregation problem and end racism in the United States.”*

Link: <http://www.missedinhistory.com/podcasts/the-aftermath-of-brown-v-board.htm>

### **A Brief History of Red Lining (Part 1 & Part 2)**

*“Redlining is a word used to describe a lot of different patterns of economic discrimination. But during the Great Depression, real estate-related discrimination included systemized grading of neighborhoods based on the races that lived there. Part two explores the language that assessors used when making color-coded maps of neighborhoods in segregated cities. These maps were used to determine whether mortgage lending in those neighborhoods was desirable.”*

Link to Part 1: <http://www.missedinhistory.com/podcasts/a-brief-history-of-redlining-part-1.htm>

Link to Part 2: <http://www.missedinhistory.com/podcasts/a-brief-history-of-redlining-part-2.htm>

### **“The Racial Politics of Time” by Brittney Cooper**

*“Cultural theorist Brittney Cooper examines racism through the lens of time, showing us how historically it has been stolen from people of color, resulting in lost moments of joy and connection, lost years of healthy quality of life and the delay of progress. A candid, thought-provoking take on history and race that may make you reconsider your understanding of time, and your place in it.”*

Link: [https://www.ted.com/talks/brittney\\_cooper\\_the\\_racial\\_politics\\_of\\_time](https://www.ted.com/talks/brittney_cooper_the_racial_politics_of_time)

### **“This American War on Drugs” by On The Media**

*“Attorney General Jeff Sessions has signaled that he'd like to revamp the War on Drugs. We take a look at the history of the battle, and how sensational media depictions of crack, heroin, and meth have helped fuel it. Plus: our Breaking News Consumer's Handbook: Drugs Edition. Then, a look at how America's first drug czar used racist propaganda to outlaw marijuana. And why the debate between treatment and law enforcement is blurrier than you might think.”*

Link: <http://www.wnyc.org/story/on-the-media-2017-04-14>

## **B. Books & Articles**

*About History and Race*

**Steven Newcomb, *Pagans in the Promised Land: Decoding the Doctrine of Christian Discovery*, Fulcrum Publishing; 3rd edition, 2008.**

*“In ‘Pagans in the Promised Land,’ Steven Newcomb...argues that Indian law scholars fail to appreciate the religious dimensions of Marshall's decision. Newcomb, who is Shawnee/Lenape, also breaks new ground by making use of ‘the tools and methods of cognitive theory’ in order to expose-and challenge-the ‘negative, oppressive, and dominating concepts that have been mentally and, from an indigenous*

*perspective, illegitimately imposed on our existence.’ While other scholars have explored the religious underpinnings of the doctrine of discovery, Newcomb offers new insights by consciously connecting ‘the biblical basis of the claimed right of Christian discovery and dominion’ with the ‘mentality of empire and domination.’ By its use of cognitive theory, ‘Pagans in the Promised Land’ presents a new perspective on the doctrine of discovery.” --Great Plains Research Vol. 19 No. 2, 2009 from the Center for Great Plains Studies, University of Nebraska-Lincoln by Blake A. Watson, University of Dayton School of Law  
Link: <https://www.amazon.com/Pagans-Promised-Land-Christian-Discovery/dp/1555916422>*

**Ian Haney Lopez, *White By Law*, NYU Press, 2006.**

*“In the first edition of White by Law, Haney López traced the reasoning employed by the courts in their efforts to justify the whiteness of some and the non-whiteness of others, and revealed the criteria that were used, often arbitrarily, to determine whiteness, and thus citizenship: skin color, facial features, national origin, language, culture, ancestry, scientific opinion, and, most importantly, popular opinion. Ten years later, Haney López revisits the legal construction of race, and argues that current race law has spawned a troubling racial ideology that perpetuates inequality under a new guise: colorblind white dominance... he explores this racial paradigm and explains how it contributes to a system of white racial privilege socially and legally defended by restrictive definitions of what counts as race and as racism, and what doesn't, in the eyes of the law.”*

Link: <https://www.amazon.com/White-Law-10th-Anniversary-Construction/dp/0814736947>

**Dorothy Roberts, *Fatal Invention: How Science, Politics, and Big Business Recreate Race in the Twenty-First Century*, The New Press, 2012.**

*“A decade after the Human Genome Project proved that human beings are not naturally divided by race, the emerging fields of personalized medicine, reproductive technologies, genetic genealogy, and DNA databanks are attempting to resuscitate race as a biological category written in our genes. In this provocative analysis, leading legal scholar and social critic Dorothy Roberts argues that America is once again at the brink of a virulent outbreak of classifying populations by race... Moving from an account of the evolution of race—proving that it has always been a mutable and socially defined political division supported by mainstream science—Roberts delves deep into the current debates, interrogating the newest science and biotechnology, interviewing its researchers, and exposing the political consequences obscured by the focus on genetic difference. Fatal Invention is a provocative call for us to affirm our common humanity by ending social inequality preserved by the political system of race.”*

Link: <https://www.amazon.com/Fatal-Invention-Politics-Re-create-Twenty-first/dp/1595588345>

**“Who decides what my body means?” by Brian Bantum**

*“I realize that what I have written here might not be terribly instructive for those seeking practical advice on more fruitful dialogue around race, sexuality, or gender. But I think it is important to start by acknowledging that we won't get there only by quoting scripture, and we can't get there by holding on to visions of worship spaces stripped of color and form. We must begin with bodies, our lives together and apart, before we can even begin. Saying so is its own form of protest, a refusal of the heresy that a seemingly orthodox belief can justify another person's dehumanization.”*

Link: <https://www.christiancentury.org/contributor/brian-bantum>

**Meizhu Lui, Barbara Robles, Betsy Leondar-Wright, Rose Brewer, and Rebecca Adamson, *The Color of Wealth: The Story Behind the U.S. Racial Wealth Divide*, The New Press; 2006 edition.**

*“For every dollar owned by the average white family in the United States, the average family of color has less than a dime. Why do people of color have so little wealth? The Color of Wealth lays bare a dirty secret: for centuries, people of color have been barred by laws and by discrimination from participating in government wealth-building programs that benefit white Americans. This accessible book—published in conjunction with one of the country's leading economics education organizations—makes the case that until government policy tackles disparities in wealth, not just income, the United States will never have racial or economic justice. Written by five leading experts on the racial wealth divide who recount the asset-building histories of Native Americans, Latinos, African Americans, Asian Americans, and*

European Americans, this book is a uniquely comprehensive multicultural history of American wealth. With its focus on public policies—how, for example, many post–World War II GI Bill programs helped whites only—*The Color of Wealth* is the first book to demonstrate the decisive influence of government on Americans' net worth."

Link: <http://thenewpress.com/books/color-of-wealth>

**Erica Gabrielle Foldy and Tamara R. Buckley, *The Color Bind: Talking (and Not Talking) About Race at Work*, Russell Sage Foundation (February 28, 2014).**

"Based on an intensive two-and-a-half-year study of employees at a child welfare agency, *The Color Bind* shows how color cognizance—the practice of recognizing the profound impact of race and ethnicity on life experiences while affirming the importance of racial diversity—can help workers move beyond silence on the issue of race toward more inclusive workplace practices. Drawing from existing psychological and sociological research that demonstrates the success of color-cognizant approaches in dyads, workgroups and organizations, Foldy and Buckley analyzed the behavior of work teams within a child protection agency. The behaviors of three teams in particular reveal the factors that enable color cognizance to flourish. While two of the teams largely avoided explicitly discussing race, one group, "Team North," openly talked about race and ethnicity in team meetings. By acknowledging these differences when discussing how to work with their clients and with each other, the members of Team North were able to dig into challenges related to race and culture instead of avoiding them. The key to achieving color cognizance within the group was twofold: It required both the presence of at least a few members who were already color cognizant, as well as an environment in which all team members felt relatively safe and behaved in ways that strengthened learning, including productively resolving conflict and reflecting on their practice."

Link: [https://www.amazon.com/Color-Bind-Talking-About-Race/dp/0871544725/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1494639218&sr=1-1](https://www.amazon.com/Color-Bind-Talking-About-Race/dp/0871544725/ref=sr_1_1?s=books&ie=UTF8&qid=1494639218&sr=1-1)

#### *About White Identity*

**Debby Irving, *Waking Up White, and Finding Myself in the Story of Race*, Elephant Room Press, 2014.**

"*Waking Up White* is the book I wish someone had handed me decades ago. My hope is that by sharing my sometimes cringe-worthy struggle to understand racism and racial tensions, I offer a fresh perspective on bias, stereotypes, manners, and tolerance. As I unpack my own long-held beliefs about colorblindness, being a good person, and wanting to help people of color, I reveal how each of these well-intentioned mindsets actually perpetuated my ill-conceived ideas about race."

Link: <https://www.amazon.com/Waking-White-Finding-Myself-Story/dp/0991331303>

**Shelly Tochluk, *Witnessing Whiteness: The Need to Talk About Race and How to Do It*, R&L Education; 2nd Edition, 2010.**

"*Witnessing Whiteness* invites readers to consider what it means to be white, describes and critiques strategies used to avoid race issues, and identifies the detrimental effect of avoiding race on cross-race collaborations. The author illustrates how racial discomfort leads white people toward poor relationships with people of color. Questioning the implications our history has for personal lives and social institutions, the book considers political, economic, socio-cultural, and legal histories that shaped the meanings associated with whiteness. Drawing on dialogue with well-known figures within education, race, and multicultural work, the book offers intimate, personal stories of cross-race friendships that address both how a deep understanding of whiteness supports cross-race collaboration and the long-term nature of the work of excising racism from the deep psyche. Concluding chapters offer practical information on building knowledge, skills, capacities, and communities that support anti-racism practices, a hopeful look at our collective future, and a discussion of how to create a culture of witnesses who support allies for social and racial justice. For book discussion groups and workshop plans, please visit [www.witnessingwhiteness.com](http://www.witnessingwhiteness.com)."

Link: <https://www.amazon.com/Witnessing-Whiteness-Need-About-Second/dp/1607092573>

**Robin DiAngelo, *What Does It Mean to Be White?: Developing White Racial Literacy* – Revised Edition, Peter Lang Inc., International Academic Publishers; Revised edition (June 15, 2016)**

*“What does it mean to be white in a society that proclaims race meaningless, yet is deeply divided by race? In the face of pervasive racial inequality and segregation, most white people cannot answer that question. In the second edition of this seminal text, Robin DiAngelo reveals the factors that make this question so difficult: miseducation about what racism is; ideologies such as individualism and colorblindness; segregation; and the belief that to be complicit in racism is to be an immoral person. These factors contribute to what she terms white racial illiteracy. Speaking as a white person to other white people, DiAngelo clearly and compellingly takes readers through an analysis of white socialization. Weaving research, analysis, stories, images, and familiar examples, she provides the framework needed to develop white racial literacy. She describes how race shapes the lives of white people, explains what makes racism so hard to see, identifies common white racial patterns, and speaks back to popular narratives that work to deny racism... Written to be accessible both within and without academia, this revised edition also features discussion questions, an index, and a glossary.”*

Link: <https://www.amazon.com/What-Does-Mean-White-Counterpoints/dp/1433131102>

**“Grieving the White Void” by Abe Leteiner**

*“Now, peering through the microscope at my Whiteness, I see that my programming is so deep and so thorough that even my understanding of the lie in which I’ve been living is itself only understandable through the lens of that lie. There will never be a moment of final awakening. I will always be forced to live out of integrity with myself because of this system of White supremacy to which I was silently and invisibly harnessed before I was born. The only road towards integrity, and my only chance to be able to celebrate who I am, requires me to go back through to the narratives my identity has been built on and grieve their malformation.”*

Link: <https://medium.com/@abelateiner/grieving-the-white-void-48c410fdd7f3#.nj0txpos5>

**“What Whiteness Means in the Trump Era” by Nell Irvin Painter**

*“Conveniently, for most white Americans, being white has meant not having a racial identity. It means being and living and experiencing the world as an individual and not having to think about your race. It has meant being free of race. Some people are proud white nationalists, but probably not many of the millions who voted for Donald Trump. Thinking in terms of community would seem to be the job of black people. The Trump campaign has disrupted that easy freedom.”*

Link: <https://www.nytimes.com/2016/11/13/opinion/what-whiteness-means-in-the-trump-era.html>

*Good for Church Studies*

**David Maxwell (Ed.), *Race in a Post-Obama America: The Church Responds*, Westminster John Knox Press, 2016.**

*“Recent events in the United States have provoked not just a willingness to discuss issues of racism in this country but a desire to do something meaningful to confront it. *Race in a Post-Obama America* offers concerned Christians the chance to clarify terms and issues around racism and discern how to respond. The reader will learn the basic definitions and history around racism in the United States, be presented with current thoughts on institutional racism and what is to be done to end it, and learn about specific actions individuals and churches are taking. Designed for individual or group study, the book includes questions for reflection and discussion.”*

Link: <https://www.amazon.com/Race-Post-Obama-America-Church-Responds/dp/0664262171>

**Jennifer Harvey, *Dear White Christians: For Those Still Longing for Racial Reconciliation (Prophetic Christianity Series)*, Eerdmans, 2014.**

*“In this provocative book Jennifer Harvey argues for a radical shift in how justice-committed white Christians think about race. She calls for moving away from the reconciliation paradigm that currently*

*dominates interracial relations and embracing instead a reparations paradigm. Harvey presents an insightful historical analysis of the painful fissures that emerged among activist Christians toward the end of the Civil Rights movement, and she shows the necessity of bringing "white" racial identity into clear view in order to counter today's oppressive social structures."*

Link: <https://www.amazon.com/Dear-White-Christians-Reconciliation-Christianity/dp/0802872077>

**Kelly Brown Douglas, *Stand Your Ground: Black Bodies and the Justice of God*, Orbis Books, 2015.**

*"The 2012 killing of Trayvon Martin, an African-American teenager in Florida, and the subsequent acquittal of his killer, brought public attention to controversial 'Stand Your Ground' laws. The verdict, as much as the killing, sent shock waves through the African-American community, recalling a history of similar deaths, and the long struggle for justice. On the Sunday morning following the verdict, black preachers around the country addressed the question, 'Where is the justice of God? What are we to hope for?' This book is an attempt to take seriously social and theological questions raised by this and similar stories, and to answer black church people's questions of justice and faith in response to the call of God."*

Link: <https://www.amazon.com/Stand-Your-Ground-Bodies-Justice/dp/1626981094>

**Willie James Jennings, *The Christian Imagination: Theology and the Origins of Race*, Yale University Press, 2011.**

*"Weaving together the stories of Zurara, the royal chronicler of Prince Henry, the Jesuit theologian Jose de Acosta, the famed Anglican Bishop John William Colenso, and the former slave writer Olaudah Equiano, Jennings narrates a tale of loss, forgetfulness, and missed opportunities for the transformation of Christian communities. Touching on issues of slavery, geography, Native American history, Jewish-Christian relations, literacy, and translation, he brilliantly exposes how the loss of land and the supersessionist ideas behind the Christian missionary movement are both deeply implicated in the invention of race. Using his bold, creative, and courageous critique to imagine a truly cosmopolitan citizenship that transcends geopolitical, nationalist, ethnic, and racial boundaries, Jennings charts, with great vision, new ways of imagining ourselves, our communities, and the landscapes we inhabit."*

Link: <https://www.amazon.com/Christian-Imagination-Theology-Origins-Race/dp/0300171366>

*For Children and Youth*

**Louise Derman-Sparks, Debbie LeeKeenan, and John Nimmo, *Leading Anti-Bias Early Childhood Programs: A Guide for Change (Early Childhood Education)*, Teachers College Press (2014)**

*"With a focus on the leader's role in initiating and sustaining anti-bias education in programs for young children and their families, this book is both a stand-alone text and a perfect companion for Anti-Bias Education for Young Children and Ourselves. It emphasizes that this work is not only about changing curriculum, but requires thoughtful, strategic, long-term planning that addresses all components of an early childhood program. With a powerful combination of conceptual frameworks, strategies, and practical tools, Louise Derman-Sparks, renowned expert on anti-bias education, together with experienced early childhood directors Debbie LeeKeenan and John Nimmo explain the structural and individual changes leaders must foster. Featuring the authors' extensive experience in the field, supplemented with insights from other anti-bias educators, they build on and expand current thinking about best early childhood leadership practices. This is an essential resource for anti-bias education leaders engaged in change in the wide range of early childhood care and education settings."*

Link: <https://www.amazon.com/Leading-Anti-Bias-Early-Childhood-Programs/dp/0807755982>

**Louise Olsen Derman-Sparks, Patricia G. Ramsey, and Julie Olsen Edwards, *What If All the Kids Are White? (Early Childhood Education)*, Teachers College Press; 2nd edition (2011)**

*"Bringing this bestselling guide completely up-to-date, the authors address the current state of racism and anti-racism in the United States (including the election of the first African-American president); review recent child development research; discuss state standards and NCLB pressures on early childhood teaching; and more. The text includes teaching strategies, activities for families and staff, reflection questions, and updated organizational and website resources."*

Link: <https://www.amazon.com/What-White-Early-Childhood-Education/dp/0807752126>

**Louise Derman-Sparks and Julie Olsen Edwards, *Anti-Bias Education for Young Children and Ourselves*, Stenhouse Publishers; 2nd Revised Edition, 2010.**

“Become a skilled anti-bias teacher with this volume. This volume is practical guidance to confronting and eliminating barriers of prejudice, misinformation, and bias about specific aspects of personal and social identity; most importantly, find tips for helping staff and children respect each other, themselves, and all people. Over the last two decades, educators across the nation and around the world have gained a wealth of knowledge and experience in anti-bias work. The result is a richer and more nuanced articulation of what is important in anti-bias education. Individual chapters focus on culture and language, racial identity, family structures, gender identity, economic class, different abilities, holidays, and more.”

Link: <https://www.amazon.com/Anti-Education-Young-Children-Ourselves/dp/1928896677>

**Mica Pollock, editor. *Everyday Antiracism: Getting Real About Race in School*, The New Press (2008).**

“Which acts by educators are “racist” and which are “antiracist”? How can an educator constructively discuss complex issues of race with students and colleagues? In *Everyday Antiracism*, leading educators deal with the most challenging questions about race in school, offering invaluable and effective advice. Contributors including Beverly Daniel Tatum, Sonia Nieto, and Pedro Noguera describe concrete ways to analyze classroom interactions that may or may not be “racial,” deal with racial inequality and “diversity,” and teach to high standards across racial lines. Topics range from using racial incidents as teachable moments and responding to the “n-word” to valuing students’ home worlds, dealing daily with achievement gaps, and helping parents fight ethnic and racial misconceptions about their children. Questions following each essay prompt readers to examine and discuss everyday issues of race and opportunity in their own classrooms and schools.”

**Wayne Au, *Rethinking Multicultural Education: Teaching for Racial and Cultural Justice*, 2nd Edition, Rethinking Schools; 2014.**

“Moving beyond a simplistic focus on heroes and holidays, and foods and festivals, *Rethinking Multicultural Education* demonstrates a powerful vision of anti-racist, social justice education. Practical, rich in story, and analytically sharp, *Rethinking Multicultural Education* reclaims multicultural education as part of a larger struggle for justice and against racism, colonization, and cultural oppression in schools and society.”

<https://www.amazon.com/Rethinking-Multicultural-Education-Teaching-Cultural/dp/0942961536>

### *Theoretical Underpinnings*

**Cherrie Moraga and Gloria Anzaldúa, *This Bridge Called My Back: Writings by Radical Women of Color*, 4<sup>th</sup> Edition, State University of New York Press, 2015.**

“*This book is a manifesto—the 1981 declaration of a new politics ‘US Third World Feminism.’ No great de-colonial writer, from Fanon, Shaarawi, Blackhawk, or Sartre, to Mountain Wolf Woman, de Beauvoir, Saussure, or Newton could have alone proclaimed this ‘politic born of necessity.’ This politic denies no truths: its luminosities drive into and through our bodies. Writers and readers alike become shape-shifters, are invited to enter the shaman/witness state, to invoke power differently. ‘US Third World Feminism’ requires a re-peopling: the creation of planetary citizen-warriors. This book is a guide that directs citizenry shadowed in hate, terror, suffering, disconnection, and pain toward the light of social justice, gender and erotic liberation, peace, and revolutionary love. This Bridge ... transits our dreams, and brings them to the real.*” — Chela Sandoval, University of California, Santa Barbara

Link: <http://www.sunypress.edu/p-6102-this-bridge-called-my-back-four.aspx>

**Gloria Anzaldúa, *Borderlands/La Frontera: The New Mestiza*, 4th Edition. Aunt Lute Books, 2012.**

“Rooted in Gloria Anzaldúa’s experience as a Chicana, a lesbian, an activist, and a writer, the essays and poems in this volume profoundly challenged, and continue to challenge, how we think about identity.

BORDERLANDS/LA FRONTERA remaps our understanding of what a "border" is, presenting it not as a simple divide between here and there, us and them, but as a psychic, social, and cultural terrain that we inhabit, and that inhabits all of us."

Link: <https://www.amazon.com/Borderlands-Frontera-New-Mestiza-Fourth/dp/1879960850>

**Andrea Smith, "Heteropatriarchy and The Three Pillars of White Supremacy: Rethinking Women of Color Organizing" in *Color of Violence: The INCITE! Anthology* by Incite! Women of Color Against Violence, Andrea Lee Smith, Beth E. Richie, Julia Sudbury, and Janelle White, editors.**

*"What would it take to end violence against women of color? How does the mainstream antiviolenence movement help? How does it hinder? When will we admit that repositioning women of color at the center of the movement--women more often harmed by the police, prisons, and border patrols than aided by them--means that we must address state violence?"*

Link: [http://www.iamsocialjustice.com/images/Color\\_of\\_Violence.pdf](http://www.iamsocialjustice.com/images/Color_of_Violence.pdf)