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From Safe Spaces to Brave Spaces: How Culturally Responsive Pedagogy Can Transform Institutions of Higher Learning

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Have you ever wondered why we tend to shy away from conversations related to identity, oppression, power, and privilege in the classroom? Have you ever wondered why so many of us find it challenging to address racial microaggressions, intersectionality, and stereotype threat within academic spaces? Why is it that when we try to engage sensitive topics in the classroom around issues of diversity and inclusivity, we often become fraught with fear and defensiveness? Have you ever wondered how you can become more effective in managing constructive conflict within the classroom and enhance your capacity for fostering a better climate of trust? Many scholars believe that infusing culturally responsive pedagogy into our daily classroom practices, not only has the capacity to enhance interpersonal communication and interaction among our students, but it also has the potential to improve the quality of race relations on our nation’s college campuses (Ginsberg & Wlodkowski, 2009; Wing Sue, 2009).
What Is Culturally Responsive Teaching?

Culturally responsive teaching is guided by a vision of justice and a pedagogy that seeks to transform as well as inform (Ginsberg & Wlodkowski, p. 24). One of the essential components of this pedagogical practice is that it allows for diverse populations within higher education to create mutually enhancing learning environments. According to Ginsberg and Wlodkowski, “culturally responsive teaching occurs when there is respect for the backgrounds and circumstances of students regardless of individual status and power, and when there is a design for learning that embraces the range of needs, interests, and orientations in a classroom” (p. 24).

This endeavor allows for more intentional and imaginative instructional practices (2009). One way to do this is to transition classroom dialogue from “safe spaces” to “brave spaces” (Arao and Clemens, 2013). For this context, “safe spaces” are environments where students feel they are able to openly struggle with difficult dialogues concerning race, cultural inclusion, and diversity. A “brave space,” on the other hand, involves having courageous conversations about difficult topics. Having a courageous conversation means that all participants go through the painful process of seeking a new way to understand challenging issues (ie: racism, sexism, classism, etc.). The transition to creating “braves spaces” for faculty and students allows for a more genuine commitment to enriching cultural awareness and sensitivity through the process of taking risks.

What Does this Pedagogical Practice Look Like within the Classroom?

Currently, Dr. Lynn Hampton is engaged in this pedagogical approach in her instruction of a newly designed TCU CRES course titled, Engaging Difference & Diversity in America. In this course, students learn how to think critically and analytically about culturally diverse issues in our society. Throughout the semester, students are guided on a journey to help them frame dialogue around diversity and social justice. In doing so, they not only learn how to engage in courageous conversations about race and racism—they also learn how to interact authentically with one another by creating a space for constructive confrontation and critical interrogation. Thus, helping them transition from a “safe space” to a “brave space.”

Interested in Learning More? Attend the Workshop.

Continuing the Conversation: ‘From Safe Spaces to Brave Spaces’

The focus of this workshop is to learn how to more effectively integrate culturally responsive pedagogy into our daily classroom practices. Participants will develop strategies to enhance their awareness, sensitivities, knowledge, and understanding for how to best foster learning experiences where students feel safe, respected, connected, and engaged.

Wednesday, March 21, 2018, from 2:00 PM - 3:00 PM
Rees-Jones Hall, Rooms 113
Register for this event.
Why Is Cultural Responsive Teaching Necessary at an Institution Like TCU?

A consistent body of research documents that students frequently consider race a taboo topic for discussion, especially in racially mixed settings—the importance of a course like “Engaging Difference and Diversity in America” is that it fosters a learning environment that supports students in the challenging work of authentic engagement with regard to issues of identity, oppression, power, and privilege. As a result of their participation in this type of culturally responsive learning environment, students not only grow in their understanding and awareness of the reality of racial inequality in our society, but they also learn how to engage with one another over controversial issues with honesty, sensitivity, and respect. The reason this instructional practice is so effective is because it has been proven to enhance students’ capacity for improved cultural competency. As an institution, TCU’s mission is “to educate individuals to think and act as ethical leaders and responsible citizens in the global community.” In short, if we truly want to equip our students to be global leaders, we need to coach them on how to confront one another across differences. This means we must change our ideas about how we (both teacher and student) learn; rather than fearing conflict, we have to find ways to use it as a catalyst for new ways of thinking and new opportunities for growth (bell hooks, 1994).

Strategies for Implementation

Recently, Dr. Lynn Hampton and Desmond Morris, TCU’s Director of Distance Learning, attended Cornell University’s Train the Trainer Faculty Institute for Diversity in an effort to find a viable framework for equipping instructors with the tools needed to effectively integrate culturally responsive and inclusive teaching practices into the curriculum at TCU. As a result, the Koehler Center for Instruction, Innovation, and Engagement at TCU is developing a three-day Faculty Institute for Diversity to be offered Summer 2018, modeled after Cornell University’s long-standing and highly successful workshop. The Faculty Institute for Diversity provides an opportunity for faculty to identify culturally-bound assumptions and consider how they might influence interactions with students. Faculty will also examine course content for diverse perspectives and apply specific dimensions of inclusive teaching models to their course. In turn, participating in this institute creates a network of teacher-scholars who can promote best practices for incorporating diversity into the curriculum and addressing the needs of diverse learners.

References


“Faculty Institute for Diversity,” Center for Teaching Innovation, Cornell University.


Enhancing Student Learning through Weekly Reflection Journal Entries

Tee Tyler
Assistant Professor of Social Work

This simple axiom guides my work as a Social Work educator: Students learn from experience. Lectures allow for the dissemination of information, classroom discussions allow for students to process information, but experiential learning opportunities allow students to develop a skillset that will transcend beyond their time in my classroom and hopefully after they graduate from TCU.

Experiential learning is a four-mode process: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 2015). For example, I provide a skill-training activity for my students, they reflect on what they learned, together we engage in a classroom discussion considering how what they learned during the activity applies to course content, and then they develop new goals to work on. These four modes continue in a cyclical manner.

Enhancing student reflection is a challenging task. Providing activities, leading classroom discussions, and supporting goal development can occur within a larger classroom environment. Reflection is a process requiring students alone to determine how a classroom activity influenced them. Enhancing individual student reflection is a goal I now accomplish through the ePortfolio tool in TCU Online.

TCU Online ePortfolio Introduction: Showcase Yourself as a Teacher-Scholar

In this workshop, you will be introduced to the TCU Online ePortfolio tool and how to collect artifacts of teaching and learning. Individuals can use this tool as a solution for students to demonstrate growth and achievements or for faculty to build a tenure and promotion portfolio or presentation. Programs can use this tool as a solution to review artifacts of student learning, view fulfilment of departmental learning outcomes, and track progress toward discipline-specific competencies. At the end of this workshop, you will know how to setup reflections, upload and organize artifacts, create presentations, and use the real-time mobile app to upload artifacts or reflections.

Tuesday, February 13, 2018, from 1:00 PM - 3:00 PM
TCU Campus Store, Room 208

Register for this event.

ePortfolio Reflection Journals

Students can use the ePortfolio tool in TCU Online as a reflection journal. In only a few steps, students can write a short 200–300 word reflection journal entry and share it with me online. In return, I can leave each student a customized response regarding how their reflections uniquely relate to course content and future steps they can take to maximize progress they are making in my class. Students are encouraged to address only in-class experiences in their journal entries. This request narrows their focus to the experiential learning activities in class. As a result, I become aware of multiple internal perspectives regarding experiences students shared together.
For example, consider students taking turns acting as clients and social workers in a role-play activity. I can read their reflection journals to assess what they are learning from the experience of acting as a client. It is likely that sitting on “the other side of the table,” i.e., acting as a social work client, provides new opportunities for students to experience what it is like to receive social work services. After students write in their journal entry about what it is like being a social work client, I can leave them comments regarding how their personal insights connect to their ongoing preparation for professional practice. Using the ePortfolio allows me to make individual comments on each student’s journal entry.

Reflection journals illuminate diverse student perspectives. For example, after students participate in a classroom activity focused on a particular social work topic, e.g., substance abuse, it is likely each student will perceive the activity differently. After reviewing student journal entries, I can return to class the following week and share themes common across all journal entries. I can also share noticeable differences in how students perceived parts of the activity. Journals remain confidential, yet, I can share with students any noticeable patterns of similarities or differences to enhance their learning.

Interpersonal Classroom Model

I developed a teaching approach called the Interpersonal Classroom Model (ICM). The ICM incorporates ePortfolio reflection journals as a weekly assignment. Using this model, I teach students course content and provide experiential learning activities. For example, when I teach group practice courses, I provide a short lecture on specific group leadership skills and then students practice these skills during a weekly demonstration process group. Students learn to work together to build a cohesive interpersonal environment, a vital skill they will need to develop in order to successfully lead groups for clients.

The ICM teaching approach follows Kolb’s four-mode cycle explicitly. For example, each week students participate in a demonstration group, write a reflection journal entry, apply their experiences to course content, and set new interpersonal goals for the next demonstration group meeting. In this manner, the online reflection journal plays a significant role in experiential learning theory application.

Any instructor can incorporate reflection journals into their pedagogy. Reflection journals provide instructors with a feasible way to hear from each student on a weekly basis. When students reflect on what they learn at the end of each week of class, it provides an opportunity for them to connect classroom experiences with personal insights in a meaningful way. This may increase the likelihood students will remember what they learned in our class when our time together is over.

References

Games as Interactive Tools for Scholarly Research, Communication, and Pedagogy

Nick Bontrager
Assistant Professor of New Media Art

What is a game? Does a game need to be “fun” to be “successful”? Can games be studied as constructs, objects, or spaces of creative research? In this article, I will discuss these concepts while also addressing the notion of players as agents of change/empowerment. By using this framework to bridge the gap between creative and critical expression, we can begin to understand what a game may be, and how a game can be used as a scholarly tool.

The competitive and colonial nature of many games make them ideal candidates for a type of humanities laboratory. Ongoing and emerging scholarly research can create a set of rules (protocol) for a player/agent to follow as they attempt to reach a desired outcome. While a card or board game may offer a chance to study social or anti-social action between players/agents, the infinitely customizable architecture and atmosphere of a video game offers many unique points of study.

Examples within fiction include Orson Scott Card’s 1985 novel *Ender’s Game* in which a young boy is repeatedly asked to defeat a race of aliens in a military simulation game. His expertise in this game ultimately allows him to make sacrificial decisions of “virtual” armies to achieve the final goal of defeating the aliens. He is then told that

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A.C.E. Your Class!
Active, Collaborative, and Engaged Learning Using Google Drive

Use of Google Drive applications in your class can create opportunities for active learning, collaboration, and engagement. Whether you want students to interact with content, design and deliver group presentations, crowd-source information in a variety of formats, or provide constructive feedback in real-time, the free, user-friendly Google Drive apps provide students and instructors with a variety of learning options. Use of Google Drive can also allow for more efficient and streamlined procedures, leaving you and your students more time to meaningfully focus on learning course content.

In this workshop, you will learn the basics of how to use the cloud-based system in your class and practice engaging in real-time collaboration. You will have access to a resource bank of ideas and activities that are readily available for use in your class. You will walk away having designed a new activity or transformed an existing assignment into a collaborative, student-centered activity using Google Drive apps. You can sign up for either or both workshops.

Friday, April 13, 2018
TCU Campus Store, Room 208

Beginner Workshop from 1:00 PM - 2:00 PM
Intermediate Workshop from 2:30 PM - 4:00 PM

Register for either or both of these workshops.
the battles were all in fact real, and he is then forced to understand he is complicit in the genocide of an alien race. This study of how a gaming environment affects complicity within systems can also be seen in Brenda Romero’s 2009 board game *Train*. Players are concerned with the most efficient loading of train cargo before a destination is reached; the player with the most efficient loading cargo to the unknown destination wins the game. Upon arrival, the destination is revealed to be a Nazi concentration camp and the cargo are prisoners.

A number of recent video games have been described as “walking simulators” in which a player can explore or be witness to a created environment without conflict or repercussions. Contrary to the aforementioned colonial or competitive aspect of gaming, this new environment may offer an invitation for the player to experience a soft fascination in which their mind can engage and wander freely. This disarming of our competitive or colonial expectations also allows for the exploration of non-linear narrative structures by the player. Different personal goals, alignments, or family histories can be studied by a game creator as they see players from different social or economic backgrounds making unique choices in their explorations.

How can metrics of social communication or success be measured within or around an existing set of rules for a game? These issues are central to the conversation surrounding our interaction and changes through the artifice of game versus player, player versus game, player versus player, or even game versus game. There are numerous facets to consider regarding communication within game architecture; I will focus on the aspect of virtual versus real role-playing in gaming. The perceived anonymity of the virtual role-playing experience (massively multiplayer online role-playing-games) can lead to extreme communication behaviors by the players. These behaviors

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**Teaching and Learning Conversations**

**Enlivening the Humanities and Science Classroom Through the Moksha Game**  
with Mark Dennis, Yushau Sodiq, Eric Simanek

This conversation will examine Moksha, a game that Mark Dennis, from TCU’s Religion Department, developed based on a pan-Indian religious paradigm that includes the notion of karma, the law of cause and effect, and moksha, which means “liberation” or “freedom.” The game, which is played over the entire semester, rewards students for positive behavior, “good karma,” and penalizes them for disruptive behavior, “bad karma.” There is an individual and a team component to the game, which Mark Dennis has been using in his introductory World Religions course for the past six years. It has worked well as a tool for reducing distractions and promoting engagement. Two additional faculty who have started using the Moksha game will join the conversation: Yushau Sodiq from the Religion Department, who has used it in his World Religions course, and Eric Simanek from the Department of Chemistry and Biochemistry, who has used it in his Whiskey: Science and History course.

Tuesday, February 6, 2018, from 4:00 PM - 5:00 PM  
TCU Bookstore, Room 208

[Register for this event.](#)
may manifest as an unfiltered verbal attack on another player—as there are often no real-world repercussions to face—or a simple act of luring a player to their death with the promise of a prize or reward. The opposite is also true, where the communication with other individuals sharing your interests can lead to friendships, teamwork, and romance. The anonymity or temporary nature of virtual role-playing-games allows a gamer to perform actions or speech that may be outside of their comfort zone or physical abilities in a similar real-world context.

Emulative or empathetic games offer a pedagogical opportunity to allow students to experience an event or exchange from different perspectives or points in time. Preconceived notions of an event may be radically upset simply by a game modification or “reskinning.” Reskinning modifications are the changing of names, colors, or places without affecting the core mechanic of a game structure. Quest for Bush is a 2006 first-person shooter game which can be seen as an example of this perspective altering modification. The modification was released by the Global Islamic Media Front (an al-Qaeda propaganda organization) in which the goal is to fight through waves of American soldiers until you fight and kill George W. Bush. The original game is entitled Quest for Saddam (2003), and it is exactly the same experience except the soldiers are Iraqi and the final boss/villain is Saddam Hussein. The U.S. State Department ignored the original release by Jesse Petrilla as entertainment, but immediately labeled Quest for Bush as terrorist propaganda and an al-Qaeda recruiting tool.

The vast abilities or forms of games open the door for engagement in creative problem solving, social scholarship & communication, and immersive learning. As both a player and creator, I am consistently surprised by the malleability or unplanned outcomes which emerge from scholarly games and tools both in and out of my classroom. This article should serve not as a primer but rather a teaser for the opportunities which games can make possible for your own research or pedagogical pursuits.

References


21st-Century Student Engagement and Success through Collaborative Project-Based Learning

Beata Jones  
Professor of Business Information Systems Practice  
Honors Faculty Fellow

“If you want to build a ship, don’t drum up people to collect wood and don’t assign them tasks and work, but rather teach them to long for the endless immensity of the sea.” —Antoine de Saint-Exupery

As our economy evolves in response to the accelerating forces of globalization and technological innovation, the future holds unknown demands for skills and jobs. Higher education needs to adapt to this shifting world (e.g., Seeley Brown, 2011, Aoun, 2017, Davidson, 2017) by engaging students and igniting their passion for learning (e.g., Robinson, 2010). Today, students can easily have access to content and resources, but they may have difficulty finding quality “learning pathways” that lead to valued skills while they explore an authentic reason to learn, make meaning, or pursue their own curiosity.

Project Based Learning (PBL) has emerged as one of today’s most effective instructional practices. According to the Buck Institute for Education, “Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.” In PBL, instructors design learning from specific goals, framed around a meaningful and thought-provoking problem or question, which requires students to engage in a rigorous process of inquiry within a real-world context. During the course of the project, students have an opportunity to make decisions about the project, receive formative feedback to revise their work, reflect on learning, and present their work publicly.

PBL not only responds to the challenges of the new economy by helping students develop the key skill of learning how to learn, but it provides a learning pathway for making meaning and pursuing their curiosity. Additionally, active, collaborative project-based learning has emerged as one of the top benchmarks of effective educational practice, according to the 2016 National Student Survey of Engagement and AAC&U high-impact practices. Furthermore, “a meta-analysis conducted by Purdue University found that when implemented well, PBL can increase long-term retention of material and replicable skill, as well as improve teachers’ and students’ attitudes towards learning.” PBL also fits well with the profile of today’s student, who often has a limited attention span, becomes easily bored in the classroom, and resists memorization but is a great self-learner, embracing trial and error. PBL is the older sibling of the maker-centered learning movement advocated by Harvard (Clapp, 2016), which has been spreading throughout the United States in recent years.

During my entire teaching career, I have used projects in the classroom, though not necessarily project-based learning. PBL is much more than having a project in the course. With PBL, the project drives the learning in the course almost every week. I incorporate PBL into every course I teach today, though my courses differ significantly in terms of the amount of project work as a percentage
of the course, and the percentage of collaboration required during the project. I have designed courses where the percentage of collaboration on the project varied from approximately 40 to 80 percent of the course, and where the project work represented between 50 and 85 percent of the time spent in the course. Furthermore, the implementation on and of PBL will differ depending on the context of the course, reflecting the curricular freedom faculty have in designing lower division core classes, upper-division classes in a major, or electives. For example, Honors College colloquia classes typically have high-level course outcomes and may give faculty more freedom in designing the learning adventures, as compared to classes in a major. More freedom can afford the faculty opportunities to pursue open inquiry-based learning, a special flavor of PBL often more strongly grounded in students' passions and problem-solving. Courses with less course design freedom or those with strict and specific content mastery expectations still allow faculty to create “quality learning pathways,” following the more traditional PBL pedagogy, with some, but often fewer opportunities to engage students' interests.

Faculty often shy away from collaborative projects in the classroom, as students tend to complain about them. The typical complaints involve the inequity of team members' contributions to the project and difficulties in working together. In my experience, the keys to successful PBL implementations include a flipped classroom, scaffolding, and accountability. The flipped classroom, a practice in which students acquire content knowledge prior to attending class, allows the students to work on the project in class, applying concepts learned at home. Class time is thus used for deeper engagement with the material. During the flipped class, the role of the faculty changes from being a “sage on the stage” to a “guide on the side,” answering students' questions, reviewing students' work, posing probing questions, and providing formative feedback.

Scaffolding requires thoughtful design of classroom learning activities that support the successful completion of the project. For example, one would not just form teams in class and expect them to successfully work together without first providing guidance and practice opportunities for effective collaboration. One would not expect fantastic team presentations without first coaching students to become skillful presenters. Scaffolding may call for the incorporation of content that may go beyond the discipline of a specific
course and/or outside resources available to the students. Scaffolding comes at a price of time and development, though it is well worth it, given the deep learning that takes place. Last, accountability is crucial. Demonstrating the relevance of teamwork and peer evaluations, incorporating signed division of work statements at the end of the project, and including occasional stand-up meetings at the beginning of a class period to talk about project progress can help equalize team member contributions and eliminate student hesitation to engage in PBL.

Designing a successful PBL course is like taking your students on a “Hero’s Journey.” Your class heroes go on an adventure, experience challenges, temptations, and dark moments, and—in a decisive crisis—they win a victory, going home changed, or even transformed. If you are interested in PBL, you can find more details of how to approach course design using project-based learning at this link or feel free to contact the author at b.jones@tcu.edu.

References


Teaching and Learning Conversations

Teaching Islam and Middle East in the Age of Terrorism and Islamophobia
with Sam Ross and Hanan Hammad

The frequent appearance of the Middle East and Islam in the headlines raises numerous questions and challenges for teachers in diverse disciplines. How do we engage our students in discussions around sensitive topics such as the terrorism, gender-based violence, Muslim minorities in the West, and non-Muslim minorities in Muslim societies, without slipping into the pitfalls of essentialism or Islamophobia?

Join us for a workshop to discuss these and other questions, while focusing on pedagogy and resources to use in the classroom.

Monday, March 5, 2018, from 1:00 PM - 2:00 PM
TCU Bookstore, Room 208

Register for this event.
“What’s Next” was part two of a workshop series aimed at helping faculty and staff to transform the campus from discussing diversity to focusing on full inclusion. Simply stated, this shift is a move from “counting heads” to “making heads count.” In part one of this discussion, facilitators and participants took part in a dialogue to lay the necessary groundwork for part two. A meaningful discussion on the different contexts that shape the way terms such as “underrepresentation,” “diversity,” and “inclusivity” are understood by participants was an important part of the first conversation. Prior to attending the session, each attendee was asked to complete an Implicit Association Test (IAT), to learn about how implicit bias can directly impact a person’s vocabulary and affect how someone understands inclusive language.

The second part of this workshop taught participants practical strategies to create a more inclusive campus climate. The conversation was split into three separate sections. Section one provided statistical data about underrepresented populations on TCU’s campus. Section two focused on a discussion of individual and institutional strategies to create a more inclusive environment at TCU. The final section of this conversation featured a role playing game called Situation Action Results.

In order to shift from focusing on diversity to discussing full inclusion, it is important to be able to contextualize data concerning representation at TCU. For instance, according to the TCU Office of Institutional Research, the university student population is forty percent male students (4,192) and fifty-nine percent female students (6,202). Based on
this information, TCU is slightly above average for gender diversity as compared to other universities. However, TCU ranks below average for racial and ethnic diversity. Over seventy percent of students on campus identify as white (7,372). Black or African Americans students compose around five percent (517), and Hispanic/Latino’s compose another twelve percent (1,258) of TCU’s student body population. Both the numbers and the percentage are important to understand when comparing TCU’s ethnic diversity to other universities. For example, TCU has the same percent of racial/ethnic diversity for African Americans as the University of Texas at Austin (4%). A key difference between the two universities is how the four percent of African Americans functions as a part of the overall student body population. There is a substantial difference between four percent of the University of Texas at Austin’s student population of 40,000 and four percent of TCU’s population of only 10,000 students. Thus, the four percent of African Americans at a school like TCU can feel more marginalized because they see fewer people who look like them on campus. Understanding the demographic breakdown of different levels of diversity at the university can make it easier to implement strategies to create a more inclusive campus climate.

There are both institutional and individual strategies that can be used to create a university-wide move towards full inclusion. Selective targeting is one institutional strategy that can be used to facilitate this transformation. In this case, selective targeting means more intentional outreach towards demographic populations that are below average at TCU when compared to other universities. This includes more effective targeting for transfer students, low-income students, and racial and ethnic minorities. Another institutional strategy is to create education partnerships between the university and high schools. The College of Education and other departments and programs of interest can help to develop college-readiness curriculums for area high schools. At the individual level, faculty and staff can work to empower the diverse groups that are already on campus. One of the key ways to empower students is to validate their experiences. Validation on a college campus occurs when a faculty or staff member within an institution takes an active interest in students and takes the initiative to reach out and support them. These actions make the student to feel capable of learning and valued at the institution. Validation is also a way that faculty and staff can be actively inclusive.

The final portion of this conversation gave participants the opportunity to practice what they learned about inclusive strategies and TCU demographics through a role playing game called Situation Action Results. Each participant was given a hypothetical scenario in which s/he had to think about how s/he would empower a student. At the conclusion of this workshop each participant was able to identify strategies to engage with the diverse populations across the university.

Resources

- Quantitative Measures of Students’ Sense of Validation: Advancing the Study of Diverse Learning Environments
- Texas Christian University Data Overview
- Texas Christian University 2016 Fact Book: Student Data
- White Privilege: Unpacking the Invisible Backpack
- White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women’s Studies