

Section 3: Classism

Further Reading

Print and Internet Resources: Teaching, Curricula and Action

Albelda, R., Folbre, N., and The Center for Popular Economics (1996). *The War on the Poor: A Defense Manual*. New York: New Press.

Association of American Colleges and Universities (AAC&U) (eds) (2008). Class on campus: Breaking the silence surrounding socioeconomics. *Diversity&Democracy*, www.diversityweb.org/DiversityDemocracy/

Bigelow, B., Peterson, B. (2002). *Rethinking Globalization: Teaching for Justice in an Unjust World*. Milwaukee, WI: Rethinking Schools Press.

Brouer, S. (1998). *Sharing the Pie: A Citizen's Guide to Wealth and Power in America*. New York: An Owl Book, Henry Holt.

Davis, N. (2000). Welfare organizing at the grassroots. *Colorlines*, Issue #10. www.colorlines.com/printerfriendly.php?ID=348.

Derber, C. (2003). *People Before Profit: The New Globalization in an Age of Terror, Big Money, and Economic Crisis*. New York: Picador.

Ensellem, M., Stettner, A., Donner, L., Cawthorne, A. (November 2008). Helping the jobless helps us all: The central role of unemployment insurance in America's economic recovery. Washington, DC: Center for American Progress Action Fund. www.americanprogressaction.com

Featherstone, L. (December 16, 2004). Down and out in discount America. *The Nation*. www.thenation.com/doc/20050103/feathersone/print

Giecek, T. S. (2007). *Teaching Economics as if People Mattered: A Curriculum Guide to Today's Economy*. Boston, MA: United for a Fair Economy

Gutstein, E., Peterson, B. (2005). *Rethinking Mathematics: Teaching Social Justice by the Numbers*. Milwaukee, WI: Rethinking Schools

Herzenberg, S. A., Alic, J. A., Wial, H. (1998). *New Rules for a New Economy: Employment and Opportunity in Postindustrial America*. Ithaca, NY: A Twentieth Century Fund Book: ILR Imprint of Cornell University Press.

Heuvel, K. V. (November 3, 2005). Editor's cut: Sweet victory: Wal-Mart Roundup. *The Nation*. www.thenation.com/blogs/edcut/33097/print.

Hughes, D. M. (2003). Hiding in plain sight: A practical guide to identifying victims of trafficking in the U.S. *Toolkit to combat trafficking in persons: Global programme against trafficking in human beings*. United Nations Office on Drugs and Crime. www.unodc.org/pdf/Trafficking_toolkit_Oct06.pdf

Kivel, P. (2002) Examining Race and Class: An Activity. This internet resource presents an experiential, step-forward and step-back activity, with 43 prompts that demonstrate the intersections of race and class privilege. Website: <http://www.paulkivel.com/resources.php> under “Exercises: Examining Race and Class.” Paul Kivel’s “Where are you in the class system?” offers 12 detailed questions for reflective class-analysis: <http://www.paulkivel.com/resources.php> under “Exercises: Where are you in the class system?”

Krugman, P., Wells, R. (March 23, 2006). The health care crisis and what to do about it. *The New York Review of Books*, 53 (5). www.nybooks.com/articles/18802

Leondar-Wright, B. (2005). *Class Matters: Cross-Class Alliance Building for Middle-Class Activists*. Gabriola Island, BC: New Society Publishers.

Leondar-Wright, B. (2005), “Discussion questions for a six-session study group on *Class Matters*” and “Sample classism workshop agenda.” In *Class Matters: Cross-Class Alliance Building for Middle-Class Activists* (pp. 163–165). Gabriola Island, BC, Canada: New Society Publishers.

Leondar-Wright, B., Yeskel, F. (2007). Classism curriculum design. In M. Adams, L. A. Bell, P. Griffin (eds) *Teaching for Diversity and Social Justice*, (2nd edition, pp. 309–334). New York: Routledge.

Lieber, R. (November 1, 2008). Forming a club to share financial wisdom. *New York Times*. www.nytimes.com/2008/11/01/business/yourmoney/

Mantsios, G. (ed) (1998). *A New Labor Movement for the New Century*. New York: Monthly Review Press.

Pittelman, K. (2005). *Classified: How to Stop Hiding Your Privilege and Use it for Social Change*. Brooklyn, NY: Soft Skull Press.

Prokosch, M., Raymond, L. and United for a Fair Economy (eds) (2002). *The Global Activist's Manual: Local Ways to Change the World*. New York: Thunder's Mouth Press/Nation Books.

Rose, F. (2000). *Coalitions Across the Class Divide: Lessons from the Labor, Peace, and Environmental Movements*. Ithaca, NY: Cornell University Press.

Smith, L., Foley, P. F., Chaney, M. P. (2008). Addressing classism, ableism, and heterosexism in Counselor Education. *Journal of Counseling & Development*, 86, 303–309.

Star Power: Facilitation issues and processing questions for this simulation of unequal class-based assets are carefully described in Leondar-Wright and Yeskel (2007), Classism Curriculum Design. In Adams, L.A. Bell, P. Griffin (eds) *Teaching for Diversity and Social Justice*, (2nd edition, pp. 329–330). Order information and website for Star Power can be found at *Learning through experience: Simulation training systems* http://www.stsintl.com/schools-charities/star_power.htm.

Strout, L. (1996). *Bridging the Class Divide: And Other Lessons for Grassroots Organizing*. Boston: Beacon Press