

Teaching Resources for Difficult Times

We live and teach in and between contexts that challenge our expertise, energy, and assumptions. Our students live and learn in their own challenges of identity, circumstances, goals, failures, and beliefs. The list below provides some resources to support difficult conversations, referrals, and self-care for faculty at John Jay.

Any compilation of this kind will be limited in its assumptions, inclusivity, and appropriateness. Please address suggestions and objections to the [Teaching & Learning Center](#) so that we may improve resources for all.

Teaching about Hate:

[Now More Than Ever: Reflections on Teaching Hate, Hate Crime, and Hate Groups](#) (ASC Division on Critical Criminology & Social Justice publication)

[Sociology of Hate syllabus](#) (Stanislov Vysotsky's course)

[White Supremacist Movements: A Partial Reading List](#)

[White Noise Collective Resources](#) (Conspire for Change webpage)

[Southern Poverty Law Center Hate Map](#) (shows hate groups currently operating in the US)

Facilitating Difficult Conversation Resources:

General:

[Professional Development: Instruction](#) (Teaching Tolerance webpage)

[Handbook for Facilitating Difficult Conversations in the Classroom](#) (Queens College/CUNY pdf) [Responding to Difficult Moments](#) (University of Michigan Center for Research on Learning and Teaching webpage)

[Teachers Need Strategies for Dealing with Difficult Conversations](#) (Concordia University) [Locate and Contextualize: Facilitating Difficult Conversations in the Classroom](#)

Specific:

Race:

[Let's Talk! Discussing Race, Racism, and Other Difficult Topic with Students](#) (Teaching Tolerance webpage)

[Teaching and Race: Tips on Leading Difficult Conversations](#)

[Educational Resources in Spanish](#) (Anti-Defamation League website)

[John Jay Africana Studies Resources](#) (links to global and national news and organizations) [John Jay Latin American and Latino/a Studies Resources](#) (links to news and events)

Undocumented/Unauthorized Students:

[Resources for Undocumented Students](#) (designed by John Jay faculty and staff)

[3 Ways That Teachers Can Be Public Educator Activists & Advocate With and For Undocumented Students](#) (United We Dream webpage)

Immigration:

[Promoting a Positive Cross-Cultural Identity: A Caring Teacher's Guide to Working with Recent Immigrant Students](#) (Behavior Advisor webpage)

[Let's Talk Immigration!](#) (InterGroup Resources 90 minute workshop)

LGBT:

[Applying the Seven Learning Principles to Creating LGBT-Inclusive Classrooms](#) (AACU publication) [John Jay Wo men ' s Center for Gender Justice LGBTQ Resources](#) (links to centers and communities)

Misogyny:

[Sexism: From Identification to Activism](#) (Teaching Tolerance webpage)

[John Jay Wo men ' s Center for Gender Justice Resources](#) (links to information and resources)

Religion:

[Debunking Stereotypes about Muslims and Islam](#) (Teaching Tolerance webpage)

[Challenging Anti-Semitism: Debunking the Myths and Responding with Facts](#) (Anti-Defamation League website)

Referring Students to John Jay Resources:

[Emergency & Crisis Contacts](#)

[Counseling Services](#)

[Wo men ' s Center for Gender Justice](#)

[Urban Male Initiative](#)

Self-Care for Faculty Resources:

[Radical Self-Care](#) (Kerry Ann Rockquemore in Inside Higher Ed)

[Self Care for People of Color after Emotional and Psychological Trauma](#) (JustJasmineBlog)

[Mindful Teachers](#) (website)

[Taking Care of Yourself: Resources to Help with Teacher Self-Care](#) (Association of American Educators webpage)

[Teachers, Take Care of Yourselves](#) (Education Week webpage)

[How Self-Compassion Can Help Prevent Teacher Burnout](#) (Greater Good webpage)

[Top Tips for Stress Management and Self-Care](#) (Education World webpage)

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