

## Teaching Controversial Issues – Resource List

### Compilations of Resources and Essays

**Frequently Asked Questions for Faculty in the Wake of the 2016 Election.** American Association of University Professors and the American Federation of Teachers. This document offers faculty members guidance on how to protect their academic freedom and their students' rights in the wake of the 2016 election, advice on how to discuss the election and other controversial issues in the classroom, and how to deal with hateful or intolerant statements by students.

**What Colleges Should Expect From Trump** offers 12 essays on what might change related to a number of higher education issues under the new administration. Focus. The Chronicle of Higher Education.

**Post-election Support for Difficult Conversations** offers a free online library of teaching strategies, lessons, reading suggestions, and blogs compiled by Facing History and Ourselves.

**Fostering Civil Discourse: A Guide for Classroom Conversations**, created by Facing History and Ourselves, provides strategies designed to help you navigate these challenging times and support your students to develop effective skills for civic participation.

**Speak Up: Responding to Everyday Bigotry** is an online publication by the Southern Poverty Law Center (SPLC).

**The Faculty Focus Special Report on Diversity and Inclusion in the College Classroom** has many quick-read resources and strategies, such as laying the foundation for productive difficult dialogues, managing hot moments, or using student voices to create safe spaces in the classroom. Magna Publications.

**Teaching Controversial Issues.** Teaching module developed by the Yale Center for Teaching and Learning.

**Theory into Practice Strategies: Inclusive Practices for Managing Controversial Issues** offers a quick-read (4 pages). Flinders University, Adelaide, Australia.

**Supporting Students Through Political Discussions.** Portland State University.

**Civic Engagement VALUE Rubric**, developed by teams of faculty experts representing colleges and universities across the United States, articulates core expectations for developing students' competencies related to civic learning.

## Lessons and Teaching Strategies

**The Impact of Identity** is a lesson developed by Facing History and Ourselves that explores the relationship between identity and the way we respond to news and information.

**Teaching Strategies: Anticipation Guides**, a resource available through Facing History and Ourselves, outlines the procedure for asking students to express an opinion about ideas before they encounter them in a text or unit of study through an anticipation guide.

**Teaching Strategies: Four Corners**, a resource available through Facing History and Ourselves, outlines the procedure for a Four Corners Debate.

**Barometer - Taking a Stand on Controversial Issues**, another resource available through Facing History and Ourselves, provides another teaching strategy that is especially useful when trying to discuss an issue about which students have a wide range of opinions.

**Big Paper - Building a Silent Conversation**, this teaching strategy, available through Facing History and Ourselves uses writing and silence, allowing students to slow down their thinking processes and to focus on their peers' views.

**Circle of Viewpoints - A routine for exploring diverse perspectives**. Visible Thinking provides a broad and flexible framework and routines for developing students' intellectual thinking.

**Tips and Tools for Constructive Conflict Resolution** provides an overview of the LARA (Listen-Affirm-Respond-Add) Action Steps (University of Michigan, Office of Student Conflict Resolution).

The New York Times offers several lesson plans focused on current events:

**Analyzing Trump's Immigration Ban: A Lesson Plan**

**Evaluating Sources in a 'Post-Truth' World: Ideas for Teaching and Learning About Fake News**

**The Inauguration of a New President: A Lesson Plan on Predicting and Evaluating the First 100 Days of a Trump White House**

## Articles

**Confronting Confirmation Bias: Giving Truth a Fighting Chance in the Information Age** is a brief article by Alan C. Miller, published in 2016 in *Social Education* 80(5), pp. 276-279.

**Navigating Ethical Waters in the College Classroom.** This brief article published in *Faculty Focus* – Higher Ed Teaching Strategies from Magna Publications identifies six things instructors can do to help students wrestle with ethical dilemmas.

**Daring to Debate: Strategies for teaching controversial issues in the classroom.** This article by Nicole Fournier-Sylvester, published in *College Quarterly*, Summer 2013, 16(3) outlines 4 steps with corresponding strategies.

**Creating Safe Spaces for Communication** by Julia Chaitin, a resource published 2003 by Beyond Intractability, examines factors that are conducive to develop spaces for open and honest dialogue.

**Post-Election, Some Professors Feel They Must Play Mediator.** This piece by Shannon Najmabadi in the *Chronicle of Higher Education* tackles some of the questions professors are wrestling with now.

**Talking Trump in the Classroom.** This article by Jo-Ellen Pozner, published in *Inside Higher Ed*, suggests some approaches for challenging students without imposing your own values.

## Syllabi, Blogs and More...

**Radical Teacher Resource Guide** provides syllabi and lesson plans, links to other resource guides, journals, blogs, websites and more.

**social science in the age of trump: a syllabus.** Scatterplot. Dan Hirschman.

**Trump Syllabus 2.0.** This course, assembled by historians N. D. B. Connolly and Keisha N. Blain, includes suggested readings and other resources from more than one hundred scholars in a variety of disciplines.

**Black Lives Matter Syllabus.** A course designed by Frank Leon Roberts (NYU). Roberts, Frank Leon Roberts. (2016). *Black Lives Matter: Race, Resistance, and Populist Protest*. [Syllabus]. New York, NY: Gallatin School of Individualized Study, New York University.

**Making Sense of the News: News Literacy Lessons for Digital Citizens** is a free online version of the News Literacy curriculum developed at Stony Brook University in New York and the University of Hong Kong.

“Teaching Controversial Issues – Resource List” Kirsten Helmer, Ed. D., Institute for Teaching Excellence & Faculty Development, University of Massachusetts Amherst <http://www.umass.edu/tefd/>

**Multimodal Literacies: Communication and Learning in the Era of Digital Media** is another free online course, developed by the University of Illinois at Urbana-Champaign.

**A Yale history professor's powerful, 20-point guide to defending democracy under a Trump presidency** written by Timothy Snyder, Housum Professor of History at Yale University, author of *Black Earth: The Holocaust as History and Warning*.

**Trusting Experts: Can we reconcile STS and Social Psychology?** Platypus. The CASTAC Blog. Shreeharsh Kelkar.

**The Gut-Level Teacher Reflection**, a contribution by Jennifer Gonzalez to *Cult of Pedagogy*, invites you to reflect on five questions that can help you listen to your body's emotional responses and uncover problem areas in your teaching.

**Beyond Intractability** is a we project through the University of Colorado that offers Massive Open Online Seminars, essays, case studies and more for exploring and discussing ideas that seek to move us beyond the many intractable conflict problem that threaten human society.

**Yiannopoulos and the Moral Crisis of Campus Conservatism**, Robert Cohen in this opinion piece in *Inside Higher Ed* emphasizes how with freedom of speech come ethical responsibilities.