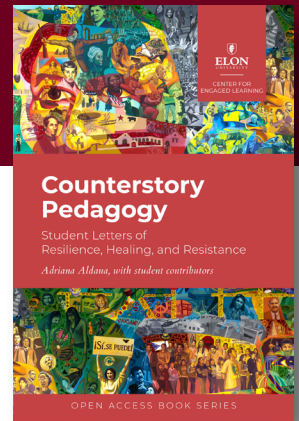


# SELECTED READING LIST

This reading list highlights foundational texts and resources that have informed the conceptualization and development of “counterstory pedagogy” as discussed in this book’s introduction. Each work offers valuable insights into the power of narratives, counter-narratives, and epistolary methods in challenging dominant frameworks, amplifying marginalized voices, and fostering critical self-reflection and social change. These readings span disciplines and methodologies, offering educators, social workers, and students a comprehensive foundation for exploring and engaging with counterstory pedagogy.

This curated selection is designed to deepen your understanding of counterstory pedagogy and its practical applications across disciplines. Whether you are an educator, social worker, or student, these readings invite you to reflect on the transformative potential of narratives in challenging societal inequities and fostering critical engagement.



Arao, Brian, and Kristi Clemens. 2013. “From Safe Spaces to Brave Spaces.” In *The Art of Effective Facilitation: Reflections from Social Justice Educators*, 135–50. Sterling: Stylus Publishing.

This seminal work redefines the approach to diversity and social justice dialogue, advocating for the creation of “brave spaces” that challenge participants to engage authentically and take risks in their learning journeys.

Cisneros, Nora Alba. 2018. “‘To My Relations’: Writing and Refusal toward an Indigenous Epistolary Methodology.” *International Journal of Qualitative Studies in Education* 31 (3): 188–96. <https://doi.org/10.1080/09518398.2017.1401147>.

A powerful exploration of Indigenous methodologies through epistolary work, Cisneros demonstrates how letter writing can serve as a form of resistance and relational storytelling.

Conway, Sandy Pensoneau, and Molly Wiant Cummins. 2016. “Towards Epistolary Dialogue.” *Critical Education* 7 (10): 1–23. <https://doi.org/10.14288/ce.v7i10.186128>.

This article advocates for the use of epistolary methods to foster dialogue and reflection, particularly in educational settings focused on equity and justice.

De Robertis, Carolina. 2017. *Radical Hope: Letters of Love and Dissent in Dangerous Times*. New York: Knopf Doubleday Publishing Group.

This collection of letters, written by a diverse group of authors, is a moving testament to the power of epistolary storytelling in addressing societal challenges and fostering hope and resilience. This reference inspired the letter writing assignment and corresponding student essays in this book.

Lueg, Klarissa, and Marianne Wolff Lundholt. 2020. *Routledge Handbook of Counter-Narratives*. Routledge.

An essential resource for understanding the breadth and complexity of counter-narratives across various fields, this handbook examines the ways counter-narratives disrupt dominant discourses and foster transformative conversations.

Martinez, Aja Y. 2020. *Counterstory: The Rhetoric and Writing of Critical Race Theory*. Washington, DC: National Council of Teachers of English.

Martinez connects counterstory pedagogy to the rhetoric of Critical Race Theory, highlighting its potential as a tool for advocacy and transformative education.

Melonas, Desireé R. 2021. “‘Hey Mama;’ ‘Dear Sister;’ ‘Sister Love’: Black Women’s Healing and Radical Self-Care through Epistolary Work.” *Journal of Women, Politics & Policy* 42 (1): 38–57. <https://doi.org/10.1080/1554477X.2021.1870090>.

Melonas discusses how Black women have used epistolary methods for healing and self-care, offering a powerful model for integrating radical care into counterstory pedagogy.

Pawlowski, Lucia. 2018. “Creating a Brave Space Classroom Through Writing.” In *Teaching Race*, 63–86. Hoboken: John Wiley & Sons. <https://doi.org/10.1002/9781119548492.ch4>.

This chapter outlines strategies for creating a brave classroom environment through writing, emphasizing the importance of vulnerability, empathy, and reflective storytelling.