



## **Anti Black Racism Resources**

Anti Black Racism is not a new concept in Canada, it's perpetrated by ignorance. Change will not happen if individuals are not able to critically self reflect to unlearn and learn. Feelings of isolation and loss of self esteem are a few of the impacts of racism, perspectives and experiences matter, and as a community we need to work together to be more aware of how we show up in society.

Below are resources from a few websites, but there are so many more resources out there to support learning and growth. In addition to websites there is a book list curated by the Government of Canada and a list of definitions of terms that are commonly misunderstood. If you have questions or want to discuss, don't be afraid to ask questions, you are always welcome to come to our office to have conversations.

Remember to speak up.

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### **Government of Canada**

The webpage is a collection of anti-racism resources from the Government of Canada, offering reports, tools, and educational materials related to topics like employment, justice, and social participation. It brings together information from various organizations to help individuals and communities better understand racism and support efforts to address inequality and discrimination in Canada.

[\[Link Here\]](#)

### **Government of Canada — Anti-Racism Toolkit (Facilitation-Focused)**

Use the following guides, tip sheets, and activities to help stimulate dialogue among the Defence Team and accelerate culture change within the Department of National Defence (DND) and the Canadian Armed Forces (CAF), it can also be used to support you on your learning.

[\[Link Here\]](#)

### **Alberta Teachers- Anti-Racism Teaching Resource Hub**

A compilation of teacher resources for learning and teaching about racism and anti-racism.” Includes best practices, books, lesson plans, videos, podcasts, student voices, reports, teacher toolkits, and more.



[\[Link Here\]](#)

## Canada School of Public Service — Anti-Racism Educational resources

A list of suggested resources are provided below by the Government of Canada. You can find more information such as videos, if you follow the link below.

[\[Link Here\]](#)

## Books & Articles

- Cole, Desmond. 2020. *The Skin We're In: A Year of Black Resistance and Power*. London, England: Doubleday.
- Cooper, Afua. *The hanging of Angélique: The Untold Story of Canadian Slavery and the Burning of Old Montréal*.
- Davis, A. Y. 1983. *Women, Race & Class*. Vintage.
- Dere, W. G. W. 2019. *Being Chinese in Canada: The Struggle for Identity, Redress and Belonging*. Douglas & McIntyre.
- Dereen, S. 2022. *The Anti-Racist Organization: Dismantling Systemic Racism in the Workplace*. Wiley.
- Diverlus, Rodney; Hudson, Sandy; Ware, Syrus Marcus. 2020. *Until we are free: Reflections on Black Lives Matter in Canada*. Regina, Canada: University of Regina Press.
- Eberhardt, J. L. 2019. *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*. Penguin Books.
- Habib, S. 2019. *We Have Always Been Here: A Queer Muslim Memoir*. Viking.
- Hasford, Julian. *Dominant cultural narratives, racism, and resistance in the workplace: A Study of the experiences of young Black Canadians*. *American Journal of Community Psychology* 57, no. 1-2 (2016): 158-70. doi:10.1002/ajcp.12024.
- Jewel, T. 2020. *This Book is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work*. Volume 1. Frances Lincoln Children's Books.
- Kanapé Fontaine, Natasha; Béchar, Deni Ellis. *Kuei, My Friend: A Conversation On Racism and Reconciliation*. 2018. Talonbooks. (French only)
- Kappler, Maija. *Meanwhile in Canada, We Don't Want to Face Up to Our Own Racism*. [HuffPost Canada](#), June 1, 2020.
- Kendi, Ibram. *How to Be an Anti-Racist*. 2019. New York: One World.
- Kendi, Ibram. *Comment devenir anti-raciste*. 2020. Montréal : Les Éditions de L'Homme.
- Maynard, Robyn. 2018. *Noires sous surveillance : esclavage, répression, violence d'État au Canada*. Montréal : Mémoire d'Encrier.
- Mensah, Joseph. *Black Canadians: History, experiences, social conditions*. 2002. Black Point, Canada. Fernwood Publishing.
- Nadeau, C, and Zaazaa, A. 2019. *11 brefs essais contre le racisme : pour une lutte systémique*. Publisher: Somme Toute.



- Racine, Michel, and Yves Hallée. 2018. *Les diversités en milieux de travail: Discrimination, égalité des chances et inclusion*. Québec City: [Presses de l'Université Laval](#). (French only)
- Reynolds, Graham. 2016. *Viola Desmond's Canada: A History of Blacks and Racial Segregation in the Promised Land*. Winnipeg: Fernwood Publishing.
- Thomas, R. Roosevelt, and Marjorie I. Woodruff. 1999. *Building a House for Diversity: A Fable about a Giraffe & an Elephant Offers New Strategies for Today's Workforce*. New York City: AMACOM Books.
- United Library. *Racisme et antiracisme: Une brève introduction – Comprendre la fragilité (blanche) et devenir un allié*. 2021. United Library.

## Definitions

These definitions and more can be found on the Ontario College for Teacher Website.

[\[Link Here\]](#)

**Anti-racism/anti-oppression:** an active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes.

**Adverse impact:** having a harmful result. Sometimes treating everyone the same will have a negative effect on some people.

**Barrier:** anything that prevents a person from fully taking part in all aspects of society, including physical, architectural, information or communications, attitudinal, economic and technological barriers, as well as policies or practices.

**Bias:** a predisposition, prejudice or generalization about a group of persons based on personal characteristics or stereotypes.

**Bigotry:** intolerance, negative attitudes or stereotypes related to another person's creed, race, sexual orientation, etc.

**Colonialism/decolonization:** the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically – the notion of



domination over a marginalized community. Decolonization involves efforts to interrupt and dismantle colonial power structures.

**Cultural competence:** an ability to interact effectively with people of different cultures, particularly in human resources, non-profit organizations, and government agencies whose employees work with persons from different cultural/ethnic backgrounds. Cultural competence has four components:

1. Awareness of one's own cultural worldview;
2. Attitude towards cultural differences;
3. Knowledge of different cultural practices and worldviews;
4. Cross-cultural skills (developing cultural competence results in an ability to understand, communicate with and effectively interact with people across cultures).

**Decolonizing pedagogy:** making space for learners to co-create the content of the curriculum in ways that respect diversity and embrace inclusion, while actively advocating for equity of outcomes for each student.

**Discrimination:** treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex or other personal characteristics (note: this is not a legal definition).

**Diversity:** the presence of a wide range of human qualities and attributes within an individual, group or organization. Diversity includes such factors as age, sex, race, ethnicity, physical and intellectual ability, religion, sexual orientation, educational background and expertise.

**Equity:** fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals and using this understanding to achieve substantive equality in all aspects of a person's life.



**Inclusion:** appreciating and using our unique differences – strengths, talents, weaknesses and frailties – in a way that shows respect for the individual and ultimately creates a dynamic multi-dimensional organization.

**Inclusive education:** education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

**Individual racism:** individual racism is structured by an ideology (set of ideas, values and beliefs) that frames one's negative attitudes towards others; and is reflected in the willful, conscious/unconscious, direct/indirect, or intentional/unintentional words or actions of individuals.

**Institutional racism:** institutional racism exists in organizations or institutions where the established rules, policies, and regulations are both informed by, and inform, the norms, values, and principles of institutions. These in turn, systematically produce differential treatment of, or discriminatory practices towards, various groups based on race.

**Race:** there is no such thing as race – instead, it is a “social construct.” This means that society forms ideas of race based on geographic, historical, political, economic, social and cultural factors, as well as physical traits, even though none of these can legitimately be used to classify groups of people.

**Racialization:** the process by which societies construct races as real, different and unequal in ways that matter and affect economic, political and social life.

**Racism:** a belief that one group is superior or inferior to others based on race. Racism can be openly displayed in racial jokes, slurs or hate crimes. It can also be more deeply rooted in attitudes, values and stereotypical beliefs. In some cases, people don't even realize they have these beliefs. Instead, they are assumptions that have evolved over time and have become part of systems and institutions.



**Stereotype:** incorrect assumption based on things like race, colour, ethnic origin, dictionary, place of origin, religion, etc. Stereotyping typically involves attributing the same characteristics to all members of a group regardless of their individual differences. It is often based on misconceptions, incomplete information and/or false generalizations.

**Systemic barrier:** a barrier embedded in the social or administrative structures of an organization, including the physical accessibility of an organization, organizational policies, practices and decision-making processes, or the culture of an organization. These may appear neutral on the surface, but exclude members of groups protected by the Human Rights Code.

**Systemic discrimination:** patterns of behaviour, policies or practices that are part of the social or administrative structures of an organization, and which create or perpetuate a position of relative disadvantage for groups identified under the Human Rights Code.

**White supremacy:** the belief that white people constitute a superior race and should therefore dominate society, typically to the exclusion or detriment of other racial and ethnic groups.

**The following websites were consulted in providing definitions for this advisory:**

- [Ontario Human Rights Commission](#)
- [Canadian Race Relations Foundation](#)
- [Ontario's Equity and Inclusion Education Strategy](#)
- [Calgary Anti-Racism Education](#)
- [National Council of Teachers of English](#)