Bina Mehta and Joëlle Favreau

Educating Against Racism:

An Annotated Bibliographic Tool of Anti-Racist Resources for Activists and Educators

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Contents

1
Introduction

Recently, information technologies have contributed to an explosion of information in so many subject areas. In particular, they have paved the way for tremendous quantities of data to be accessible to the general public. However, a significant challenge has developed: how to make sense of it all and decipher between what is useful and important and what is lacking in depth or substance. Within this context, the importance and significance of research tools, such as bibliographies, becomes clear.

During the course of this project, the researchers sifted through hundreds of print materials and web sites to bring together the most recent tools and debates in the field of anti-racism training and education. Our search was principally confined to our original criteria that emphasized resources (books, manuals, workbooks, guides and the Internet) that would be accessible and particularly useful for anti-racism workers outside the formal school setting.

In light of this, we only included materials that were accessed through computers or library systems; we often used inter-library loans. At the end of each bibliographic entry, we have accordingly provided bibliographic data, International Standard Book Numbers and web addresses to facilitate easy access to the materials found in this tool.

While all of the resources listed in this bibliography are currently accessible using this information, we cannot guarantee future access. Books that are out of print should still be accessible through libraries, but web addresses are particularly subject to change.

This bibliography is annotated in order to provide sufficient information for educators and activists to assess the applicability and usefulness of materials to their own purposes. We have consulted with a number of anti-racist educators and agencies who have tried to implement anti-racism. Their comments have been useful in informing our annotations. Aside from some seminal or exceptional works on anti-racism in Canada, we have tried to emphasize resources developed within the last five years.

It is clear that there is a great deal of unpublished material on anti-racism. The vast majority is created in a participatory, in-house style; this, however, raises difficulties in accessing a range of ideas and materials. It would seem that a national scope for anti-racism training does not exist in Canada. Clearly, Canadian publishers have by and large ignored this area for publication to the detriment of anti-racist workers. It is hoped that this collection of references to resources will help people to feel as though they are not 're-inventing the wheel' as they explore anti-racism training options within their group or organization

As we began this research, we recognized that there was a plethora of activity and workbooks for school-age children across Canada. Various school boards embarked on their own anti-racism policies and followed through with manuals and other classroom materials to aid teachers in the formal school setting. Many of these school resources, produced during the 1980's and early 1990's, remained either unpublished or in an incomplete state as working documents. These tools can often be accessed through local

school boards and districts; the Urban Alliance for Race Relations in Toronto also has a good collection. Because the majority of these resources are so oriented towards formal classroom use, we included these school-based tools only when we found they could also be adapted for use by other sectors of the community: human service agencies; businesses; unions; health care professionals; researchers; those involved with the criminal justice system and, most of all, the wider community of anti-racist educators and activists.

Thus, this bibliography, though it does incorporate some school-based anti-racism materials, is rather more focussed on the needs of: a) community agencies, b) governments, c) larger organizations and d) businesses who intend to address anti-racism in their workplaces and community organizations. We have also chosen to *predominantly* emphasize resources that deal directly with anti-racism, not multicultural or diversity training.

The differences between diversity and/or multicultural and anti-racism training are sometimes blurred. Generally, anti-racist work addresses issues of power and privilege, while multiculturalism encourages a celebration of one's culture. While anti-racist training acknowledges the need to respect differences, it also tries to address the more complex issues of how people are treated unfairly as a result of their racial background. To explain further, anti-racism examines the reasons why darker skinned people have greater difficulty finding work and access to housing, as well as fair and respectful treatment within society at large. Ultimately, the goal of anti-racism is the elimination of racial discrimination and prejudice. Anti-racism is more overtly politicized, acknowledges the historical oppression of people of colour and calls for

action against racism; by comparison, multicultural training does not often develop beyond celebrations of peoples' different backgrounds, as the primary means for achieving harmonious communities. These are two very different approaches.

As we gathered materials for this bibliography, we were very conscientious to look for material that was anti-racist in both tone and content. Nonetheless, we have included some resources that might be considered to be of the 'multicultural' or 'diversity training' approach if we found them to be of exceptional quality or potentially useful for educators and trainers employing an anti-racism approach.

While there is a developing interest in anti-racism within Canada, other countries, including the United States and Britain, have quite established and long-standing experience. Not only do these countries produce a greater quantity of anti-racist materials, they also have a longer history of its study. Nonetheless, researchers and educators here are extremely thoughtful and have, in a relatively short time, done excellent work. There are some good sources that we have included from other countries, but this remains a predominantly Canadian anti-racism bibliography. Canada is uniquely positioned, given its Aboriginal communities and long standing immigration policies, to provide differing conceptualizations of the field of anti-racism, in comparison with the U.K. and the U.S. Furthermore, in different parts of Canada, the issue of racism is experienced and felt differently. One only has to look at demographics or even recent incidents to see that urban areas tend to deal with overt racism more frequently; take, for example, the killing of a Sikh caretaker in Surrey, B.C. or the school related racism at Coal Harbour, Nova Scotia.

Minimally, this tool will serve to update and augment the anti-racism sources from the 1980's and early 1990's with new and fresh material. We hope that this review of anti-racist training materials will be used and drawn upon as a resource for anti-racist education today in all sectors of the community. It should be emphasized that anti-racism education incorporates a whole way of understanding the world, power and the nature of racism. The contents of this bibliography should not be reduced simply to the activities and plans of manuals, guides and workbooks; they should be read with an agenda for transformation of whole structures and practices.

2
Efficacy of Resources

What works? Determining the effectiveness of anti-racism education is a difficult question. It is highly contingent on a whole variety of factors: an organization's history, individual experiences with racism, group dynamics, group readiness/willingness, facilitator's tone and attitude. All of these highly subjective and changing factors will influence the efficacy of workshops, training sessions and education. It is a tricky area. The last thing a trainer or anti-racist educator wants to do is inadvertently or unwittingly prompt racism where none existed before. This would be very problematic. This is not to say that there shouldn't be moments in the course of training when people feel uncomfortable, angry or upset. In fact, this is normal and expected if people are to transform their beliefs and practices to truly become anti-racist, personally and as part of a group.

There are some very well known Canadian commentators and activists in this field, including: Enid Lee, Alok Mukherjee, Roxana Ng, Barb Thomas, Nourbese Philip, Ashok Mathur, George Sefa Dei, Carol Tater, Frances Henry and others who have written on anti-racism or provided materials for conferences, workshops, seminar, manuals, workbooks and guides. In reading their work, it becomes clear that anti-racist education must be a *transformative* tool for making change. Moreover, Canadian and international organizations and journals (e.g. Urban Alliance on Race Relations, Cross-Cultural

Communications Centre, B'nai Brith, various governmental agencies, school-based groups, Crosspoint, CoAction, Magenta, *Radical Teacher* and *Teaching Tolerance*) all come from disparate assumptions and foci; yet, they all work toward a common interest: to promote a vision of a world free from racism in its many manifestations.

To further examine the question of what works, we have asked several anti-racist workers, from their varied positions and perspectives, to share their opinions on the efficacy of anti-racist education in general, and of specific ideas and concepts which have been especially noteworthy. Among those consulted was Carl James, a Professor in the Faculty of Education at York University. He talked about the usefulness of a staple in Canadian anti-racism training: *Educating for A Change.* James has used this manual in a number of settings and suggests these materials provide students with a more complex way of understanding identity.

He also addressed the use of the circular diagram (in texts such as *Letters to Marcia, Seeing Ourselves, Educating for a Change*), often used to help students to observe and conceptualize the influence of power and societal structures. In James' own book, his diagram reflects this need for understanding identity and capturing the relationship between a person and the cultural structures around him/her. This has proven useful for James' approach to teaching. His gauge for knowing if students have understood or benefited from the training is their ability to ask questions. He states, "You can never tell for sure. However, for me if students start to ask questions, to understand the structures of society and how they work to create particular identities, ideologies and attitudes, and when students are seeing the relationships between things then I feel they are beginning to think about things. I think that to fully understand and come to terms with issues of racism, students need more than one class and they

must be able to see relationship between individuals and structures." (James,

research correspondence)

Again, for Carl James the most important consideration in anti-racist training is

the emphasis on students' understanding of larger societal structures which impact on

racism. He discusses the need for people to understand "how we are all implicated in the

issues, ideologies and attitudes that are part of the culture that maintains a system of

inequity." (James, research correspondence) It is these systems and structures that create

and perpetuate racism.

He warns Canadian anti-racism activists that, "...Canadian anti-racism sources are

sometimes stifled by the fact that we assume that because, unlike the Americans, we

consider ourselves, multicultural then we are accepting of everyone." He goes on to add,

"Obviously that is not the case. Racism is just as prevalent here as elsewhere. So we have

to look more carefully at what our rhetoric of multiculturalism covers up in terms of

getting at the issues of inequalities and injustices due to race. Multiculturalism is not anti-

racism, there are different tenets that underlie their orientations and actions." (James,

research correspondence)

In response to the question of what collaborations would strengthen anti-racism

work, James notes the need for everyone to put it on their agendas and recognize the

interconnections and relationships between the various types of oppression (race, class,

gender, sexuality). He states, "The issue of racism and anti-racism cannot be seen as

minority issues." (James, research correspondence). The 'majority' must recognize that

they too have a stake in addressing systemic racism.

From Carl James' perspective, the efficacy of tools might be measured by

questioning students on the larger structural factors which influence racism. He asserts

that responsibility for these issues must be shared and inequities should be addressed by a

society as a whole. James' view is that anti-racism work is very important and must take

into account the whole picture. Education, he says, can change attitudes and must be

complimented with social action and organizational commitment to change. (James, research correspondence).

Professor Chet Singh, an anti-racist organizer and teacher, identifies Enid Lee's *Letters to Marcia* as the first book he read that spoke directly to the process of anti-racism. For Singh, the approach to community building that Lee describes in her book is truly liberating. He says, "It addressed the role that individual teachers can play in addressing racism in the curriculum; it exposed they ways in which institutions function to perpetuate racism; outlined measures that they could implement to be inclusive of all peoples; provided strategies that all parents and communities could use to influence the quality of education their children received, and the quality of experiences in the classroom and the playground." (Singh, *Pride* March 1995) For Singh, the work of Lee symbolizes the inception of anti-racism education in Canada. The underpinnings and ideology of community empowerment are, for Singh, critical in the development of strong anti-racism programs, even today.

He also recognizes the influence of poetry and art on anti-racism. He has used the work of dub poet Lillian Allen to express the feelings and emotions at the core of racism. For him, it was this form of art that drew him into this kind of work. He finds that music, art, and poetry are key points of entry for those who might not otherwise consider anti-racism. [see also the annotation for Lillian Allen in the bibliography]

Singh warns, "...in some cases the language of anti-racism has been reduced to a set of techniques which successfully maintains the racial hierarchy and this is reflected in who controls resources and sets the agenda for change."(Singh, *Pride* March 1995) This assertion signifies his approach to anti-racism as a tradition of teaching and learning which must incorporate all of the issues of power, privilege and control.

Singh also emphasizes the importance of the anti-racism work done by schools. This body of work involves the school community at all levels and includes the expertise of experienced educators like Enid Lee and Bob Moore, Resource Director for the

Council on Interracial Books. In particular, Moore's work on the historical perspectives of anti-racist education compel anti-racism activists like Singh, who argues for the need of anti-racist educators to read and be informed about the historical contexts in which racism has taken place. Singh especially recommends the work of people like Howard Adams (*Prison of Grass: Canada from a Native Point of View*, 1989), to better understand concepts of internalized racism and the role of schooling in the colonization of Native people, literally and psychologically. (Singh, personal communication)

These approaches and themes cross international boundaries. Another colleague of the researchers, Nilam Vyas (an Adviser for the Department of Education and Employment's Race Relations Employment Advisory Service in England) provided a list of the kinds of tools, publications and resources used by anti-racism education workers in the U.K. Though there are some differences in language, the basic premise of participatory, group strategies to promote racial equality remains constant. In the bibliography she sent us, we noted striking similarities in foci. There were materials directed at professionals in all sectors of the community, as well as those interested in legal, political and business perspectives on anti-racism education.

Judging the efficacy of anti-racism education is highly contingent on participants themselves. With anti-racism, it is vital for the participants to become personally involved in the work. After all, anti-racism training is about personal transformation. This educational process works only when done under the right conditions. This should not intimidate educators; it should provide them with the challenge of establishing close working relationships with their students, in order to give strong guidance for their understanding and activism. By doing so, educators and activists can use the materials found in this tool to change society's attitudes, perceptions and orientation with regards to race. Ultimately, this kind of reference tool will benefit racialized groups and Aboriginal Peoples. By providing educators with this type of tool, it is hoped that their work in anti-racism education can be more effective. From this comprehensive,

contemporary collection of Canadian (and some international) tools, anti-racism workers can readily locate and apply the most appropriate materials within their school, work, business and local community environments. Through anti-racism education, negative public attitudes can be replaced by thoughtful awareness and critique, while generating action to combat discrimination on the basis of race.

3
Resources

Agnew, Vijay. *Resisting Discrimination: Women from Asia, Africa and the Caribbean And the Women's Movement in Canada.* Toronto: University of Toronto Press, 1996.

This book documents the history of discrimination faced by women from Africa, Asia and the Caribbean. It would be especially useful as a place to begin exploring the relationship between women of colour and the women's movement in Canada. In particular, where anti-racist workers talk about feminism, this book can raise awareness of the historical and contemporary tensions between these communities. Agnew's critique of the movement demonstrates the complexity and differences of the approaches between feminists and anti-racists. These issues are sometimes difficult to reconcile; many believe that mainstream women's organizations in Canada have often times attempted to be representative of the concerns of women of colour. *Resisting Discrimination* will provide educators with an informed perspective on how the struggles of feminists and anti-racist workers differ and also meet.

Audience: general; anti-racist workers

Availability: ISBN 0-8020-7627-0

Allen, Lillian. *Nothing but a Hero: Poems for children and young people*.
    Toronto: Well Versed Publications, 1992.
–. *Psychic Unrest*. Toronto: Insomniac Press, 1999.
–. *Women Do This Every Day*. Toronto: Women's Press, 1993.

Poetry is often overlooked as an approach to anti-racism. In particular, the poetry of people like Lillian Allen can reach students, teachers and others in ways that scenario training or discussions might not. In our research, we found that the use of various forms of art was often a meaningful way in which to draw people towards an analysis of social justice issues. Allen's poetry is a particularly good tool for breaking down the ideas of racism. For example, in *Nothing But A Hero,* a collection of poems for children and young people, Lillian Allen introduces the story of Harriet Tubman and, in so doing, provides a possible role model for children. Allen's dub poetry has also been a significant influence on anti-racist work in Canada. Various articles have been written that demonstrate how poetry, especially dub, can speak to racism, politics, power etc. While Dub is a means by which racism can be voiced, it is also a cultural form that can be a powerful contemporary critique of racism. One must be encouraged to look to poetry and different forms of art as a point of entry or analysis of race issues. Anti-racism organizing has been a fusion of art, politics, and education. It had to be accessible to all people because it was about democratizing social and political relations. It was about cultivating humanity–this is why art and specifically dub poetry are so important. You could feel/touch the emotions, you could identify with the experience and you could be empowered to do something. The works of Lillian Allen are relevant for teachers of all levels from elementary to university. In the same vein, readers may also wish to consult Afua Cooper's, *The Red Caterpillar on College Street* (Toronto: Sister Vision, 1989).

[N.B. some of the information in this citation was drawn from the work of anti-racist worker and activist Chet Singh]

Audience: general

Availability: Women Do This Every Day ISBN 0-88961-192-0;

Psychic Unrest ISBN 1-895837-55-3; Nothing but a Hero ISBN 1-895248-03-5

Alternatives to Racism. *Teachers' Guide to New Friends*. Vancouver, B.C.: Pacific Educational Press, The University of British Columbia, 1984.

Teachers' Guide to New Friends is an excellent approach to implementing anti-racism through community action. It highlights how communities treat newcomers and what can be learned from new members of a community. It looks at how one can help and better understand the issues faced by people coming into a community. The materials presented here are particularly good because they approach the issues of difference with an eye to making it something that all members of a community can share and celebrate. That is, the principles behind community development can work as an alternative to racism. For teachers, this is a curricula on anti-racism containing value, knowledge and skill objectives as well as activities, questions and handouts which will enable students to think about themselves, where they come from, and ways to respond to difference. Each activity is presented as a lesson plan and is thoughtfully constructed to value diversity within community, while encouraging a deeper understanding of 'who they are.' It contains processes which students can apply to different social and personal situations.

Audience: teachers, grades 7-9

Availability: ISBN 0-88865-024-8

Amin, Nuzhat et al. Eds. *Canadian Woman Studies/les cahiers de la femme: Racism and Gender*. 14.2 (Spring 1994).

This particular issue of *Canadian Woman Studies*, a feminist quarterly, contains a number of articles pointing to questions of race and gender in the Canadian context. Issues raised are poignant and topics include: identity, racism, public policy and working for change. Interestingly, there is a large and applicable section on poetry, which can always be drawn upon as a source of discussion on anti-racism. Specifically, the articles include a look at workers and racism, as well as feminism from Aboriginal perspectives, and an examination of immigration policies. It also addresses the discourse of examining race, class and

gender from a point of intersection. In sum, this quarterly issue brings together a discussion of anti-racist and feminist points of view during a climate of political and social controversy. It remains relevant for anti-racism workers as a flash point of discussion and debate.

Audience: general

Availability: ISSN 0713-3235

Antiracisme. *Bibliographie, Filmographie et Lexique*. 2000. [http://www.antiracisme.org/html/biblio_filmo.html]

This web site features many excellent French language resources related to anti-racism. This bibliography and filmography will be of particular value for activists and researchers. There are some Canadian (primarily Quebec) sources, but many entries relate to other countries (France, Spain, the United States). Topics covered include: fascism and the extreme right, nazism, the Ku Klux Klan, neo-nazism, skinheads and racism/discrimination. Also featured at this site are a number of papers on topics ranging from Religion and Discrimination to the African-Canadian Community in Montreal. French versions of key federal, provincial and international documents relating to human rights can also be found here.

Audience: general; researchers; anti-racism workers

Availability: Internet [http://www.antiracisme.org/html/biblio_filmo.html]

Anti-Racist Action. *Other Anti-Racist Websites*. Montreal, 2000. [http://www.geocities.com/CapitolHill/Lobby/2788/otheranti.html#other excellent anti-racist sites]

This web site is an excellent spring board to other web sites for anti-racism. There are links here to fifty one other anti-racist sites from all over the world. This is an especially useful site for those who want to see how some anti-racist organizations are fighting hate, and especially white supremacy. Each link is accompanied by an annotation that gives a description of the site. The following are examples of some of the linked sites: the American Indian Movement, Anti-

Colonial Action Alliance, Anti-Fascist Action and Anti-Fascist Forum. Information on the kinds of action taken by these organizations is often provided, as is information about hate groups and their legal and political status. Many of these organizations collect information about hate activity and attempt to publicize and organize against it. Some are very provocative organizations.

Audience: general; anti-racist activists; criminal justice organizations

Availability: Internet [http://www.geocities.com/CapitolHill/Lobby/2788/ otheranti.html#other excellent anti-racist sites]

Arnold, Rick et al. *Educating for a Change*. Toronto: Between the Lines and the Doris Marshall Institute for Education and Action, 1991.

Based on a participatory approach to education, *Educating for a Change* brings together a holistic approach to teaching social justice. It is particularly useful because it tackles questions about what to do when there is conflict, resistance and discomfort. Moreover, it suggests ways to include the facilitator as part of the process of education and establishing credibility. *Educating for a Change* addresses the changes and challenges in society: political, economic, social, cultural and ideological. The authors write from a point of view that ensures that the process of education is democratic and acknowledge the political nature of teaching. This 'up-front' approach recognises the need to empower and respect the learner. Some activities from this text are widely used. The 'Power Flower,' for example, addresses the significance of dominant identities and is especially useful for anti-racist teaching. Other activities help to bring out the participants' experiences and knowledge. Each activity or workshop identifies a list of things you'll need, the time required, a rationale, instructions, variations and sources. Ideas from this book can be used by people who wish to address ways in which education can both reflect and make change.

Audience: workshop facilitators; activists

Availability: ISBN 0-921284-48-9 (pbk.)

Arshad, Rowena. "Anti-Racist Community Work: A Radical Approach."
Multicultural Pavilion, International Project. Virginia, 2000.
[http://curry.edschool.virginia.edu//go/multicultural/papers/
malcolm1.html]

This article is based on a book entitled *The reassertion of a radical agenda*, which
was written from a Scottish perspective. The author of the article explores the
debate between multicultural and anti-racist approaches and looks at what issues
and contexts lie beyond anti-racism. The article raises some excellent questions
and brings a unique international perspective to the discussion. She warns us
about the need to be aware of how new political movements and contexts (i.e.
New Right) have "claimed the debate around identity and difference." The
observations found in this article are pointed and give new perspectives on old
debates. As Canadian researchers and activists, this article offers an opportunity
to assess our own contexts in different ways.

Audience: researchers; educators; activists

Availability: Internet [http://curry.edschool.virginia.edu//go/multicultural/
papers/malcolm1.html]

Bailey, Cindy. Start-Up Multiculturalism: Integrate the Canadian cultural
reality in your classroom! Markham, Ontario: Pembroke Publishers
Limited, 1991.

Start-Up Multiculturalism, though not a strictly anti-racism book, is an excellent
place to begin for teachers at the primary and intermediate levels. It gets students
to examine their own cultural heritage and roots by asking them to consider who
'we' are, where 'we' come from, where 'we' live, and the nature of our
communities. It also places value on the celebration and understanding arrived at
through an appreciation of diversity. *Start-Up Multiculturalism* consists of thirty-
one practical activities that can be incorporated into social studies, language arts
and values and religious curricula. Because each activity provides a detailed list
of objectives, resources, sample questions, procedures and handouts, this text will
be especially useful for teachers. Extended activities for the more advanced
student are also included. S*tart-Up Multiculturalism* offers an easy-to-follow,

flexible approach ideal for young people and busy teachers. It also contains a very useful annotated bibliography, citing age-appropriate books, films, videos, tapes and other publications

Audience: schools; teachers grades 3-8

Availability: ISBN 0-921217-63-3

Barndt, Deborah et al. *Getting There: Producing Photostories with Immigrant Women*. Toronto: Between the Lines, 1982.

Getting There is an original approach to anti-racism work. Though it is dated, it is an example of the way in which art and reality intersect to tell a story of how racism can be challenged. The book consists of two photostories inspired by immigrant womens' experience in finding work. This book uses a collective methodology to empower immigrant women to examine their own experience. It is a tool that can be used by anti-racist educators at the community level. Indeed, the authors encourage others to try similar approaches that look at how immigrant women work through their 'journey'. It examines the historical, political and social obstacles that face immigrant women workers. The book can provide a model for how to construct your own photostories, to prompt discussion, to generate ideas and to expose the experience of immigrant women. At the end of *Getting There* the authors provide a number of specific ideas for activities and questions that include role play and socio-drama; these can be adapted to your own community work toward anti-racism.

Audience: community organizations; adult learners

Availability: ISBN 0-919946-29-1 (pbk)

Berdichewsky, Bernardo. *Racism, Ethnicity and Multiculturalism*. Vancouver, B.C.: Future Publications, 1994.

This book arose as a product of two conferences held in British Columbia. The author looks at the concept of race, with a particular emphasis on community action to eliminate racism. A chapter on the concepts of race provides information on how the idea has been used and manipulated throughout history. A number of

useful charts are included that help to clarify these complex concepts of race. Some discussion of the overt and covert forms of racism is included, as are definitions that might be used by anti-racism educators. As part of the focus on community, the author has created rubrics to facilitate a better understanding of the interactions and relationships among and between communities, including ethnic communities. The book also contains some demographic information about immigration and ethnic origin that could be useful when preparing materials for workshops.

Audience: general; some material could be adapted for use by anti-racist trainers

Availability: ISBN 0-9698906-1-3

Bigelow, Bill et al. Eds. *Rethinking Our Classrooms: Teaching for Equity and Justice*. Milwaukee, Wisconsin: Rethinking Schools, 1994.

Though written from an American point of view, this is an excellent tool for any educator. The first section of this book contains several articles on numerous topics, presented from a range of experiences and perspectives. A number of issues are raised: fairness, respect, social action, and bias. Of particular importance is an interview with Enid Lee entitled, 'Taking Multicultural, Anti-Racist Education Seriously'. The text moves on to describe teaching ideas which employ a variety of pedagogic tools. Other topics include 'Rethinking Our Assumptions' and 'Beyond the Classroom'. This manual combined the theoretical questions of teaching anti-racism and anti-oppression with practical, relevant ways in which teachers can raise these issues with their students in a classroom setting. In its unique list of resources, it includes sections such as: 'Poetry Teaching Guide,' 'Videos with a Conscience,' and 'Books to Empower Young People.' In general, this is a text that is filled with insight from a variety of different levels and stages of teaching and learning anti-racism.

Audience: teachers of all grades

Availability: ISBN 0-942961-18-8

B'nai Brith Canada. *League for Human Rights*. 2000.
[http://www.bnaibrith.ca/league/league.htm]

B'nai Brith Canada has been a leading organisation in the fight against anti-Semitism and racism in Canada. This link to B'nai Brith's League for Human Rights, which is dedicated to "the protection of human rights of all Canadians," contains a great deal of useful information for anti-racist workers. The League maintains an Anti-hate hotline and produces/distributes a number of valuable publications. For example, Annual Audits of Antisemitic Incidents are actually available online for the years 1996-1999. Other publications address activities of the far right in Canada and the impact of racism and hate crimes in Canada.

Audience: anti-racism workers; students; researchers

Availability: Internet [http://www.bnaibrith.ca/league/league.htm]

Board of Education for the City of Toronto, Continuing Education Department. *Anti-Racist Education and the Adult Learner: A Handbook for Educators in Adult and Continuing Education Programs*. Toronto: The Board of Education for the City of Toronto, 1991.

A large part of this handbook is devoted to developing an anti-racist curriculum for adult learners. In particular, the activities described here are relevant to and grounded in the idea that students must begin to recognize racism in their own lives and then begin to think about ways in which they can think critically and work towards change. One section helps students to develop necessary skills for effective communication and self-awareness. The activities are accompanied by plans that include "objectives" and instructions on "how to proceed." As well, there are valuable templates for worksheets. The handbook also contains sections on responding to racist incidents and provides scenarios to assist in the training of those who deal racist acts. These scenarios are accompanied by questions, analysis and possible courses of action. This provides students, teachers and administrators with the opportunity to work through situations, in order to be better prepared to deal with actual racist incidents. Finally, this document also

provides some context in that it outlines initiatives taken by governments and the Toronto Board of Education in response to racism.

Audience: educators of adult learners; school administrators

Availability: ISBN 1-895429-06-4

Bobiwash, A. Rodney. *Anti-Racist Leadership Training Workshop Materials.* Toronto: Rodney Bobiwash, 1996.

Anti-Racist Leadership Training Workshop Materials is one of the few comprehensive manuals to examine anti-racism from a First Nations point of view. It takes a hard look at what racism is and how it can be combated. The manual brings together ideas from a variety of other works on anti-racist education and applies them to the experience of First Nations People. It gives a range of definitions and, in a section entitled 'Racism,' deconstructs the many ways that racism manifests itself. These materials provide practical strategies for dealing with hate activity and racial incidents at a community level. In addition to these strategies, a number of articles and posters are reproduced which demonstrate ways in which community organizations can respond to racism and hate. In particular, Bobiwash has compiled an excellent series of documents that address the issue of stereotyping. This is particularly useful for those attempting to dismantle stereotypes at their most basic level. Bobiwash also includes a helpful bibliography as well as a catalogue of further materials on Native issues/themes.

Audience: general; ideal for activists examining hate and racism against First Nations Peoples

Availability: A. Rodney Bobiwash (416) 978-8227 / r.bobiwash@utoronto.ca

British Columbia, Ministry Responsible for Multiculturalism and Human Rights. *Anti-Racism: Terminology, Concepts and Training: A Round Table Discussion.* Vancouver: Government of British Columbia, 1994.

This document is a superb example of how round table discussions can also result in useful written material of value for those working in the field of anti-racism. It includes an excellent discussion of the words and terms that are most widely used. The section exploring terms and conceptions associated with race is poignant and provides readers with the context for understanding both the meaning of the terms as well as the historical, political and social contexts in which these words have been used. All of this is done from a Canadian perspective. Because the report provides the anti-racist worker with a strong foundation in terminology, his or her students will come to a better understanding of 'race' and 'multiculturalism' in their fullest possible contexts. There is also a section on how to evaluate anti-racism training and programs, in order to be more cognizant of the potential negative effects of such work. A discussion of standards raises questions that could help an organization to assess its anti-racism programming. To talk about training itself is a useful exercise and demonstrates the importance of reflecting on our own practices.

Audience: educators; community organizations; government

Availability: ISBN 0-7726-2334-1

Canada, Department of Canadian Heritage. *Resource List*. Ottawa: Government of Canada, 1998.

Though there are a great number of materials and activity guides produced by the Department of Canadian Heritage for the annual March 21 Campaigns, this *Resource List* must be highlighted as an excellent tool for promoting anti-racism. This basic list contains annual reports, how-to booklets produced by groups such as the Federation of Canadian Municipalities, as well as resources for children and pamphlets for resolving racial conflict. This list is available in both French and English. Items are listed in alphabetical order by title; information about how

to access the resource is also included. It is a particularly good list of resources for teachers in school settings who wish to do anti-racism work with young people. Rather than replicate the very good materials noted in this *Resource List*, our bibliographic tool cites other resources. A survey of the March 21st materials developed by the Department of Canadian Heritage is another forthcoming project of the Canadian Race Relations Foundation.

Audience: general; schools, teachers, students

Availability: ISBN 0-662-63325-3

Canada, Public Service Commission of Canada. *Diversity Collection*. Ottawa: Government of Canada, 1999. [http://www.psc-cfp.gc.ca/library/htmlcat/1999_1_e.htm]

This web page is a catalogue of the diversity collection at the library of the Public Service Commission of Canada. The catalogue is current (it includes acquisitions made throughout 1999) and surprisingly wide-ranging. The page is organized by subtopics, and each bibliographic entry contains all publication data and applicable subject headings. Of particular interest to readers of this bibliography will be entries under training manuals, racism, etc. While some material here is dated, the page is worth a browse to find the more current items. Teachers may find this site useful because it catalogues fiction as well as non-fiction, and arranges items by ethnicity. There are numerous entries related to Aboriginal Peoples.

Audience: researchers; teachers; anti-racism workers

Availability: Internet [http://www.psc-cfp.gc.ca/library/htmlcat/1999_1_e.htm]

Canada, Public Service Commission of Canada. *Diversity Training: A Review*. Ottawa: Government of Canada, 1996.

This is a model for diversity training, especially developed for the Federal Public Service of Canada, is interesting to examine because of its focus on Canada and on public institutions. Educators might find it applicable, as they could develop their own plans for training from such a study. Most interestingly, the researchers

uncovered and categorized six major approaches to diversity training: intellectual approach, area simulation approach, self-awareness approach, cultural awareness approach, behavioural approach and interaction approach. This type of classification system may help those who need to apply some order or clarity to their own training strategy. A significant feature of *Diversity Training* is that it reports on a preliminary model for the Government of Canada. The model suggested here is divided into four stages and provides strong consideration for implementation and follow-up, an area where other training programs may fall short. Finally, it includes a good bibliography incorporating journals mainly from fields such as management and psychology.

Audience: diversity training/public service managers in the early training stages

Availability: Internet [http://www.psc-cfp.gc.ca/prcb/divers-e.htm]

Canada, Treasury Board of Canada Secretariat. *A Framework for Developing, Implementing and Reviewing Diversity Training Programs*. Ottawa, 2000. [http://www.tbs-sct.gc.ca/pubs_pol/ dcgpubs/manbetseries/vo18_e.html]

This document, located at the web site of the Treasury Board of Canada, is intended to improve the diversity training programs of this government department. The guide discusses the need for a shift in the culture of the public service sector and recognizes that employment equity is a priority for the Treasury Board. The guide is directed at managers and project leaders. It describes a number of stages in the decision-making process: determining needs; selecting/developing a program; implementation and monitoring; decision review and evaluation. At each stage, the guide provides advice on how to proceed. For example, the document addresses a significant question: "to train or not to train." This gives managers an opportunity to think about what is possible, at what time, and how the training will fit into the overall schema of a particular program. A checklist of decision-making stages and case study are also useful features.

Audience: government managers and project leaders; business

Availability: Internet [http://www.tbs-sct.gc.ca/pubs_pol/dcgpubs/ manbetseries/vo18_e.html]

Canadian Council on Social Development. *Inclusive Social Policy Development: Ideas for Practitioners*. Ottawa: Canadian Council on Social Development, 1997.

Inclusive Social Policy Development: Ideas for Practitioners is a report of a seminar held by the Canadian Council on Social Development and the Carleton University School of Social Work. The booklet includes strategies for making organizations more inclusive, considerations about inclusiveness and examples of projects and activities, as well as tools, for building diversity. By raising a number of issues and questions, the booklet provides a good discussion of how best to create organizations with an eye to making themselves more inclusive. Thought is given to overall philosophical or ideological, as well as practical, concerns. Concrete ideas include: the examination of personnel policies, communications and public relations and reviews of organizational structures, all of which can help to address issues of power. The section on partnership is an important part of the text; it stresses the need for sustained partnerships with diverse communities. Success stories from across Canada, arising from organizations that have been working on becoming more inclusive, are affirming. The findings of this seminar are key to anti-racism at the organizational level.
Audience: general; community organizations interested in social policy
Availability: Canadian Council on Social Development, phone (613) 236-8977; Internet [http://www.ccsd.ca/]

Canadian Ethnocultural Council. *A Handbook on Anti-Racism Parenting*. Ottawa: Canadian Ethnocultural Council, 1997.

This handbook provides a number of definitions and suggestions about how one might provide an environment free from racism for children under twelve years of age. There are some guidelines, references, resources and definitions. It also contains information about child development at stages from infant to middle school years, with specific reference to anti-racism. Though not comprehensive, this handbook can be useful as a tool to initiate discussion among parents, teachers and children. It contains 'Ten quick ways to analyse children's books for

racism,' which could also be useful for parents introducing their children to reading and books. There is also a section which gives parents an opportunity to check-in about their own attitudes and could begin a process of introspection and reflection on parenting from a personal perspective. The references provided in the handbook would be especially useful for further research and reading on the topic of anti-racism parenting.

Audience: parents/guardians of children from infant to age 12

Availability: Canadian Ethnocultural Council, Ottawa; phone (613) 230-3867

Canadian Labour Congress National Anti-Racism Task Force.
Challenging Racism: Going Beyond Recommendations.
Ottawa: Canadian Labour Congress, 1997.

This report of the Canadian Labour Congress National Anti-Racism Task Force contains the following subheadings: Racism in the Labour Movement, Racism in Our Communities, Linking Oppressions, National Anti-Racism Strategy: Framework for Action and Background Information. The introduction notes, "...these brothers and sisters told us they want labour to move decisively now to close the gap between what we say and what we do about racism in our movement and in our communities." This report is an example of the kind of action which large, national organizations can take. It contains checklists of actions, as well as a framework for future action. It addresses the need for internal structural change, education and research to help in the process of challenging racism. In addition to this report, the CLC has also held a conference and issued policy statements and written research papers about racism and workers. These documents as a whole–the task force report [Challenging Racism: Going Beyong Recommendation, October 1997], the conference proceedings [Challenging Racism: Mobilizing Political Power for Radical Change September 1998] and a statement at the 22nd Constitutional Convention [Canadian Labour Congress Statement on Fighting Racism May 1999]–demonstrate the CLC's work against racism. This document describes the introspection of the CLC: where they have been, where they are and where they want to be with regards to issues of racism.

It is interesting to note that, since the 1997 report, a number of other documented steps have been taken to implement the recommendations of the Anti-Racism Task Force. As an example of large groups working towards anti-racism, the work of the CLC stands out as a concerted, mindful approach.

Audience: managers of large institutions looking for examples of how to do anti-racist work at the national level; beneficial for all unions and workers

Availability: Canadian Labour Congress, phone (613) 521-3400

Canadian Race Relations Foundation. *How To Conduct Anti-Racism Research Online*. Toronto, 1999. [http://www.crr.ca/English/ publications/epub_FactsheetsResearch.htm]

This site provides some practical advice and suggestions for conducting anti-racism research online. It gives the web addresses of a number of sites and divides the information by category: instructional sites, comprehensive search engines, anti-racism strategy, anti-racism search engines and evaluating electronic information. These sites and engines can take the researcher to many other relevant links for useful for research in the area of anti-racism. The list of keywords is an important tool that will enable researchers and activists to narrow their area of interest to find the most pertinent material. One can feel overwhelmed by Internet searches and so it is important to be as clear and specific as possible when choosing search terms. Because many anti-racist manuals, guides and workbooks may never be published in the traditional way, the Internet has become a medium for educators and activists alike to share information. This CRRF web page is a good entry point.

Audience: general; students; researchers

Availability: Internet [http://www.crr.ca/English/publications/epub_ factsheetsResearch.htm]

Carleton University, Teaching and Learning Resource Centre.
Resources Available at the Carleton University Teaching and Learning Resource Centre (TLRC): TLRC Educational Equity Database. Ottawa, 2000.
[http://temagami.carleton.ca/tlrc/fran/equity/tlrc.htm]

At Carleton University's web site, references to resources on educational equity, that may be widely available through many libraries, have been compiled using keywords such as: anti-racist education, critical pedagogy, cultural appropriation, curriculum transformation, diversity training, educational equity, feminist pedagogy, inclusive curriculum, racism awareness training, multiculturalism and diversity training. The list includes references to: books, chapters in books, journal articles, guides, reports, conferences, video and film resources. These references would be particularly useful for those who wish to examine anti-racism as it applies to post-secondary institutions and for ideas on the kinds of bibliographic material one might expect to find in a university setting. Though this list of resources is not annotated, there are some excellent works here that cannot be omitted when examining anti-racism from the university perspective.
Audience: university or college faculty, students, researchers
Availability: Internet [http://temagami.carleton.ca/tlrc/fran/equity/tlrc.htm]

Carnes, Jim. Ed. *Responding to Hate at School: A Guide for Teachers, Counselors and Administrators*. Montgomery, Alabama: Teaching Tolerance, 1999.

Responding to Hate at School is a comprehensive guide published by the American organization Teaching Tolerance. It is available at its web site and is especially designed for teachers, counselors and administrators. The three main parts of the guide, 'Everyday Action,' 'School-Wide Emergency Response,' and 'Long-Range Commitment' each contain several practical suggestions for schools. The first section addresses overt and subtle forms of hate and emphasizes the value of teaching respect and appropriateness. This detailed guide provides step-by-step suggestions for handling the various kinds of conflict likely to occur

in school settings. Each of the guidelines include comprehensive discussion about the aftermath of hate and the questions that are vital to consider during the process of dealing with it. Most importantly, it identifies proactive strategies to prevent hate in the first place. The guide takes into account incidents that might occur at elementary and high schools. It also provides information about the different white supremacist groups that may target youth. Because of its visual, anecdotal and factual content, this guide is very accessible.

Audience: teachers, administrators, counselors

Availability: Teaching Tolerance, 400 Washington Avenue, Montgomery, AL, 36104; Internet [http://www.teachingtolerance.org/]

Carrier, Jim. *Ten Ways to Fight Hate: A Community Response Guide*. Ed. Richard Cohen. 2nd ed. Montgomery, Alabama: The Southern Poverty Law Center, 1999.

Ten Ways to Fight Hate: A Community Response Guide, addresses the issues connected to hate. Produced by the Southern Poverty Law Center, a non-profit legal and educational organization, this guide provides clear suggestions for responding to hate: act, unite, support the victims, do your homework, create an alternative, speak up, lobby leaders, look long range, teach tolerance, dig deeper. Each strategy is supported with discussion, personal anecdotes and photographs of community action. This document dispels some of the myths surrounding hate (e.g. that hate events are often a symptom of other kinds of conflict or tension already present in a community). *Ten Ways to Fight Hate* points out why and how hate should be fought at the community level. It gives ideas for all sectors of a community including schools, parents, and businesses. It also addresses the consequences that might occur if nothing is done. It can be used to deal with hate in many forms, but particularly focuses on racism. There are many specific ideas here. Although created by and for American communities, the ideas can be adapted by Canadian communities responding to hate, because the principals for organizing and empowering communities to work against acts of injustice are applicable to most Canadian settings.

Audience: community organizations, law enforcement professionals

Availability: Southern Poverty Law Center, 400 Washington Avenue, Montgomery, AL 36104; Internet [http://www.splcenter.org/]

Coelho, Elizabeth et al. *Anti-Racism Education: Getting Started: A Practical Guide for Educators*. Toronto: Educational Services Committee, 1995.

This guide, sponsored by the Ontario Secondary School Teachers Federation, first explores terms like 'anti-racism' and 'curriculum bias,' and considers their application to the school system. While looking at anti-racist curriculum, guidance and counseling services, parent involvement, human rights education and accountability, the authors also provide a specific chapter on Aboriginal education in Ontario. *Anti-Racism Education* provides an in-depth examination of exclusive curriculum and strategies for inclusive curriculum development. Newspaper articles, activities and case studies help to make this guide a useful and easy to understand workbook for anti-racist activists, educators and administrators who work in/for educational institutions.

Audience: teachers; administrators

Availability: ISBN 0-920930-70-0

Common, Ron and Lorraine Frost. *Teaching Wigwams: A Modern Vision of Native Education*. Muncey, Ontario: Anishinaabe Kendaaswin Publishing, 1994.

Though this is not a guide or workbook per se, this text provides the reader with an in-depth examination of Native education on Canada. It will inform the educator about the very specific historical context for understanding the differences in approach, tone and content between Native visions of education and dominant culture systems of education in Canada. The book discusses the specific concerns likely to arise for Native schools, as well as the relationship to non-Native schools. A number of other topics are also addressed: special education, curriculum, equity at the post-secondary level, and statistics/information

regarding rates of suspension of Native students. This type of book can provide direction for those working for better programs and schools for Native communities, as well as for those teachers who wish to learn more about the context within which these communities relate to education. Anti-racist educators can benefit from the analysis and information as they plan and work within communities for justice.

Audience: Native teachers, non-Native teachers, school administrators, anti-racist workers

Availability: ISBN 1-896027-06-7

Das Gupta, Tania. *Racism and Paid Work*. Toronto: Garamond Press, 1996.

The research and analysis found in this book address the issues key to the efforts of anti-racist educators and activists in workplaces of all kinds. It demonstrates the systemic nature of the problems encountered by racial minorities and helps one to deconstruct the ways in which racism is present in these settings. The focus of the research is primarily on the health and garment sectors, where women, especially women of colour, face racism. The book discusses theoretical frameworks and the intersections of race, class and gender. It questions how racism by management manifests itself in the workplaces. There is also a very good chapter that explores resistance to racism and looks at the role of unions, human rights commissions, community, legislation and education. The ideas and observations presented here can be used by workers and unions, as they plan their anti-racism activities.

Audience: workers; unions; businesses

Availability: ISBN 1-55193-000-5

Dei, George J. Sefa. *Anti-Racism Education: Theory and Practice*. Halifax: Fernwood Publishing, 1996.

Dei's work has gained an important place in the study of anti-racist education in Canada. This is a very important work. Though this is not a manual or a practical workbook per se, it serves to inform activists and educators about the

controversies, as well as the principles, behind anti-racist education. It uncovers the debates, theoretical approaches, and the discourse necessary to gain an understanding of the principles of anti-racist education. The practice of anti-racist education is addressed in such a way as to give the activist and educator a deeper understanding and grounding in both the theory and practice of teaching about difference. With particular insight, Dei explains clearly how the intersections of race, class, gender and sexual oppression are sites for engagement and analysis. As a primer, it will help educators to be better informed about theory and practice of anti-racism education.

Audience: general

Availability: ISBN 1-895686-63-6

Derman-Sparks, Louise and Carol Brunson Phillips. *Teaching/Learning Anti-Racism: A Developmental Approach*. New York: Teachers College Press, 1997.

This is one of the recent examples of a text that combines discussions of the conceptual framework of anti-racism with the concrete practices of teaching and learning. The American authors provide models for their approaches by outlining course content descriptions and giving voice to their students' learning on anti-racism. The book describes the various phases of understanding their classes worked through during the course on anti-racism. Each section contains 'teaching challenges, activities, student responses and conclusions'. Particularly useful are the 'activities,' which are carefully planned, provide clear details and identify purposes. Finally, the authors provide some advice about how to adapt the course. The approach is holistic and raises the myriad of considerations one must take into account in teaching and learning about anti-racism. The book is accessible and can be used easily as a guide or model for developing your own course.

Audience: adult educators

Availability: ISBN 0-8077-3637-6

DeRosa, Patti. "Diversity Training: In Search of Anti-Racism." *Bright Ideas*. 5.3 (1996). [http://www.sabes.org/b2divers.htm]

> Originally published in a quarterly newsletter, this article provides some interesting and innovative thoughts on the various approaches to anti-racism education. The author identifies six different models for training in the area of diversity: intercultural approach (IC); legal compliance approach (LC); management diversity approach (MD); prejudice reducation approach (PR); valuing differences approach (VDF) and anti-racism approach (AR). The author points out, "Anti-racism is at the heart and soul of the diversity movement" (p. 3). The article can help to clarify and explain the use and meaning of the various words linked to anti-racism training. The author also addresses the importance of anti-oppression work, which continues to gain the attention of many Canadian anti-racism educators and activists.
>
> **Audience**: general
>
> **Availability**: Internet [http://www.sabes.org/b2divers.htm]

Dua, Enakshi and Angela Robertson. Eds. *Scratching the Surface: Canadian Anti-Racist Feminist Thought*. Toronto: Women's Press, 1999.

> This recent contribution to the study of racism and sexism in Canada provides the reader with fresh perspectives on theory and practice in Canada. Though the whole book is relevant, Enakshi Dua's introduction, "Canadian Anti-racist Feminist Thought: Scratching the Surface of Racism," is a solid discussion of the underpinnings and theories that describe the social construction of race and gender. This would be particularly useful for training anti-racist workers on the principles that form the foundation of much of their work. A wide range of articles and research areas gives this book a breadth that reaches into many cites of interest to anti-racist activists and workers. These include the position of Aboriginal women in Canada, as well as the legal and policy concerns of all women of colour. The discussion on organizing by women of colour might hold particular importance for the readers of this tool.

Audience: general; academic

Availability: ISBN 0-88961-230-7

Dulabaum. "A Pedagogy for Cross-Cultural Conflict Transformation in Germany: The Development, Implementation and Assessment of Violence Prevention Training Seminars." Diss. Berlin: Technical University in Berlin, 1996.
[http://members.aol.com/DrDuly/disse.htm]

This site looks at the problems of escalating 'racism' in Germany. This research can provide Canadian researchers and educators with comparative and/or contrasting perspectives to our experiences with racism in contemporary times. The author of this study examines how racism and related violence sometimes become accepted as 'status quo' and are perpetuated in media, literature and legislation. The second thrust of the paper demonstrates how the development of training programs for educators can help to curb these unwanted attitudes, violence, conflicts and barriers. Especially interesting is a discussion on "the process of developing a general seminar framework, integrating multifaceted and holistic modalities of learning". The abstract found at this web site may help researchers and activists link together for the purpose of sharing information for international research and action in the area of anti-racism training and education.

Audience: researchers, trainers and activists

Availability: overview available on Internet

[http://members.aol.com/DrDuly/disse.htm]; dissertation ISBN: 3-86064-496-3

Endicott, Fred and Alok Mukherjee. *Employment Equity for Racially Visible and Aboriginal Peoples: An Anti-Racist Framework and an Anti-Racist Manual for School Boards*. Ottawa: Canadian School Boards Association, 1992.

This framework and manual examines the role of the school board and its organization in terms of its anti-racist policies and practices. It provides readers with a brief and clear understanding of how to review legislation, stimulate discussion, allocate resources and measure and monitor results of employment

equity practices. Numerous figures provide useful information on racial and immigrant demographics, while a glossary of terms clarifies terminology. Mukherjee provides a list of further readings that, although now dated, provide a glimpse of research undertaken in the fields of anti-racism and employment equity. This manual also provides a case study of one school board's approach to anti-racist change. Activities and task sheets help to make important steps along anti-racist and employment equity agendas. Readers should also consult the separate but related entry in this bibliograhy: Minors, Arnold et al. *Employment Equity for Racially Visible and Aboriginal Peoples: Laying the Groundwork for Change.*

Audience: administrators; organizatons in the process of implementing employment equity

Availability: ISBN 0-9290632-23-9

Epstein, Debbie. *Changing Classroom Cultures*. Stoke-on-Trent, U.K.: Trentham Books Limited, 1993.

Changing Classroom Cultures contains some excellent advice from a British perspective on how to handle racism in schools. The author brings an informed perspective from her own teaching practice. She talks about ways to develop effective forms of anti-racist education and roots the practical ideas and suggestions in theoretical frameworks. As a researcher, she crosses practice and theory, giving a complete understanding of 'why' and 'how' to work for anti-racism in schools. She acknowledges the political contexts at play when addressing issues of race and changing schools and classroom practices. Moreover, she addresses questions of power. This book is an excellent read for those interested in anti-racism from a British point of view or as a comparison of Canadian and British perspectives on the issue.

Audience: schools, teachers

Availability: ISBN 0 948080 65 5

Estable, Alma, et. al. *Teach Me to Thunder: A Training Manual for Anti-racism Trainers.* Ottawa: From the Margin, 1997.

> *Teach Me to Thunder* is one of the most comprehensive and thoughtful sources for anti-racism training in Canada. It provides useful theoretical background for the trainer, by addressing key questions: what does anti-racism training mean? why do we do anti-racism work? who should do anti-racism training? who do we train? what challenges can we anticipate in anti-racism training? The majority of the manual, however, is devoted to practical 'Training Activities' that are divided into relevant themes: bias and racism, immigrant women, and workplace situations. For each of the eleven themes, there are accompanying handouts and overheads. Together, the training activities comprise a variety of teaching/learning approaches: films, articles, facts, scenarios and checklists. This gives one the opportunity to deconstruct racism on a number of different levels, using a range of applicable themes.
>
> **Audience**: general; ideal for the trainer
>
> **Availability**: Canadian Labour Congress, phone (613) 521-3400

Flinders University of South Australia, Equal Opportunity Unit. *Stop Racist Behaviour*. South Australia, 2000. [http://adminwww.flinders.edu.au/eo_unit/anti_racism_brochure.html]

> From an Australian site at Flinders University of South Australia, this document is an example of international work at the university level designed to stop racism. It briefly and succinctly contains: definitions, examples, potential sites of conflict, a statement of the University's policy, consequences for racist behaviour, an outline of the process of resolving complaints of racism, as well as some information on ways to prevent racism from occurring on campus. Produced by the University's Equal Opportunity Unit, this brochure can serve as a model of how to inform members of a community, in relatively plain language, about a large institution's policies on racism. Moreover, as Canadians, there may be a

number of points for comparison and contrast, particularly with respect to Aboriginal Peoples.

Audience: university and college educators; institutional administrators

Availability: Internet

[http://adminwww.flinders.edu.au/eo_unit/anti_racism_brochure.html]

Friedman, Ellen G. et al. Eds. *Creating an Inclusive College Curriculum: A Teaching Sourcebook from the New Jersey Project*. New York and London: Teachers College Press, 1996.

This sourcebook is from the well known New Jersey Project. Though American, many points raised here are equally applicable to Canada and could provide insight and understanding for post-secondary teachers. Transforming curricula is at the core of anti-racism education. This book contains a wide selection of articles and perspectives that contribute to critical pedagogy. In Allen Howard's article, "Teaching about gender, ethnicity, race and class: using African biography and autobiography," the author examines the use of specific tools for a range of courses. These biographies and autobiographies are particularly important because they deal with so many aspects of life. *Creating an Inclusive Curriculum* also includes a course outline on immigrant women from Africa and the Caribbean. The author, JoAnn Cunningham, suggests articles as well as other film and print resources that might be useful in teaching such a course. Curriculum change is often a long term project; this book provides some ideas and addresses relevant controversies.

Audience: university educators

Availability: ISBN 0-8077-6282-2

Galway, Janis. *Immigrant Settlement Counseling: A Training Guide*. Toronto: Ontario Council of Agencies Serving Immigrants, 1991.

This training guide for settlement workers contains eight training modules (introductory activities, cultural identities, counseling values and beliefs, interviewing skills, assessment, crisis intervention, mental health issues and

advocacy). Each module has a number of activities that help settlement counselors consider relevant questions, strategies, and defining parameters; at the same time, factual information that is important for each module is also included. The modules are planned carefully, identifying purposes and timing requirements. Clear instructions for carrying out the activities are also provided. The issues of systemic barriers and the need for advocacy are discussed with reference to racism and potential cultural conflict. The work of settlement counselors is extremely important with regards to the ways immigrants deal and cope with racism in all its various forms and manifestations. The training modules suggested here provide important tools that will enable workers to function in ways that recognize the realities of racism and, in turn, to advise immigrants so that they can better cope with acts of racism.

Audience: settlement counselors

Availability: ISBN 0-9694877-0-3

Gandz, Jeffrey. *A Business Case for Diversity*. London, Ontario: Richard Ivey School of Business, The University of Western Ontario in cooperation with Employers, Employees and facilitated by the Ontario Ministry of Citizenship, Culture and Recreation, 1998. [http://www.equalopportunity.on.ca/enggraf/gandz/gandz.html]

This web site offers insight for businesses considering diversity training. It suggests that this kind of training can be an asset for businesses by arguing that diversity can improve access to markets, as well as improve the quality of decision-making and product/service delivery. This is particularly relevant because it addresses the value of diversity training from a Canadian perspective; by contrast, most of the analysis in the field of business oriented diversity training originates in the American experience. There is a good discussion of how businesses can achieve diversity: shifting their workforce, making it more diverse and managing diversity to gain benefit, while keeping costs low. The site gives advice and addresses concerns. The author discusses: recruiting and promoting; training and education; allocating resources and implementing diversity. A

number of interesting Canadian case studies are provided. There is a good deal of information for businesses here.

Audience: business sector

Availability: Internet [http://www.equalopportunity.on.ca/enggraf/gandz/gandz.html]

Harris, Cindy. *Community Resources for Multicultural/Anti-Racism Education*. Ed. Suzanne Carey. Halifax, Nova Scotia: Nova Scotia Department of Education and Culture, 1996.

This document describes the organizations, agencies and institutions working to promote anti-racist and multicultural education in Nova Scotia. It provides a list of resources for people in all sectors of community life including teachers, students, business people, agency leaders and other interested members of the community. This particular source is valuable because it demonstrates the kind of basic information that can be easily compiled by a community or area to make more accessible the local and regional resources available for the delivery of anti-racist education and training. As well, the document demonstrates the range of skills, knowledge and experience held by a number of community organizations and individuals. Each source mentioned includes contact information as well as mission statements or organizing principles of the agency. This may be useful for other researchers from across the country who wish to access these particular resources.

Audience: researchers; community agencies and organizations

Availability: libraries; Nova Scotia Government Bookstore [http://www.gov.ns.ca/bacs/books]

Intergroup Relations Center, Arizona State University. *Web Site*. 2000. [http://www.asu.edu/Provost/intergroup].

The Intergroup Relations Centre at Arizona State University provides a number of resources that explore diversity. Some of the valuable ideas to be found on their

web site include: 'Guidelines for Constructive Dialogue in the Classroom,' 'Classroom Conflict De-escalation Strategies,' and 'Suggested Ground Rules for Discussing Issues/Topics in the Classroom.' All of these materials are written with a view toward creating an anti-racist tone in teaching. There are some basic, yet valuable, assumptions that need to be outlined and discussed before embarking on work relating to anti-racism and diversity education. Particularly well suited to this task are the 'Guidelines for Constructive Dialogue in the Classroom,' which suggest ideas for making debate and discussion more poignant. The following points are discussed: creating a 'safe space,' 'handling difficult topics,' recognition that 'one does not represent many' and the existence of 'invisible social identities'. Although this is an American web site, the ideas and many of the materials to be found can be universally employed to contribute to successful anti-racist education.

Audience: general; adult educators

Availability: Internet [http://www.asu.edu/provost/intergroup]

James, Carl. Ed. *Perspectives on Racism and the Human Services Sector*. Toronto: University of Toronto Press, 1996.

This edited book contains a number of good articles that address the issues confronting service providers who are trying to meet the challenge of making their services more inclusive. There are four parts to the text: 'Perspectives on Race and Canadian Society;' 'Racism in Canada;' 'Racism and the Human Service Sector' and 'Implementing Change.' Each of these parts contain several perspectives for service providers. There are good discussions for social service workers as well as immigrant service agencies; the book addresses key issues such as: the Canadian historical context, employment equity, the justice system and the law. This text provides a strong foundation for understanding the underpinnings of how and why it is key for the human services sector to transform through effective implementation of the principles of anti-racism.

Audience: community agencies

Availability: ISBN 0-8020-7779-X

James, Carl. *Seeing Ourselves: Exploring Race, Ethnicity and Culture*. Toronto: Thompson Educational Publishing, Inc., 1995.

This book provides both analytical and anecdotal perspectives on issues of race, ethnicity and culture. The reader can gain insight into a myriad of concepts and perceptions of race held by predominantly young, college aged people. This approach provides a sense of relevancy to the reader, while deconstructing the meanings of race. The book also talks candidly about Canadian culture: what it is; what it means to become Canadian. The insights and observations contained in the section, "Prejudice, racism, discrimination and social interaction," help the reader to identify and define the ideas behind their pre-existing stereotypes. It is then also possible to theorize about how such preconceived notions had developed. There is a good bibliography that covers a wide range of topics that will be useful for educators, students and activists. A new edition of this popular resource has recently been published.

Audience: general

Availability: ISBN 1-55077-069-1

Karp, H. B. and Nancy Sutton. "Where Diversity Training Goes Wrong." *Training* (July 1993): 30-34.

"Finger-pointing, white-male bashing, language policing. They're just some of the ways to kill a good idea." This is the headline of the article, "Where Diversity Training Goes Wrong." In this short article, the American authors discuss some of the ways diversity trainers might improve their practice of teaching. It discusses seven issues that should be considered when training is found to be not as effective as it should be. Pragmatic considerations, including relevancy and the need for a program not to be compelled by guilt, are noted. The authors also warn against adopting an emphasis directed mostly at sensitizing "white male managers." These and other pitfalls outlined by the authors give trainers a point of

view, grounded in practicality, that could result in training activities that are more conducive to leading people towards an informed perspective on difference.

Audience: general, business trainers

Availability: libraries - *Training* (July 1993)

Lee, Enid. *Letters to Marcia: A Teacher's Guide to Anti-Racist Education*. Toronto: Cross Cultural Communication Centre, 1985.

Letters to Marcia continues to be a fundamentally important text for Canadian anti-racism practice. For many activists and trainers it is the place to start. The book is easy to read, partly because it speaks to teachers through a series of letters that address the 'how' and 'why' of teaching and learning about anti-racism. Enid Lee, over four chapters, carefully examines four key questions: what's it all about? how can the school/community partnership be equalized? how can curriculum be used to eliminate racist ideas? and how anti-racist are your student services? *Letters to Marcia* is very useful and so well respected because it addresses concerns while providing the user with some strategies for daily practice. Also, it demonstrates that anti-racism is an essential part of a whole approach to teaching and learning. It contains checklists, definitions, discussions, questions to ask parents/schools/students/teachers, surveys and some well used activities for deconstructing racism at the community and individual levels. The book speaks from experience and is grounded in the realities that face teachers daily, including the possible constraints of applying this approach within the field of education. *Letters to Marcia* offers the educator profound insight and informs the ways in which we learn and teach anti-racist education.

Audience: general

Availability: ISBN 0-9691060-5-X

Mathias, Barbara and Mary Ann French. *40 Ways to Raise a Nonracist Child*. New York: HarperPerennial, 1996.

> The ideas presented in this book take into consideration stages of development at various ages, from infancy through to late teens. Parents, guardians and caregivers are encouraged to teach children, from an early age, fundamental principles of justice, including anti-racism. It examines the issue of prejudices held by children and addresses the need to promote racial awareness. The book discusses the need for honesty, responsibility, respect and strong communication skills. More specifically, *40 Ways to Raise a Nonracist Child* identifies ways in which parents can approach potential sites of struggle. For example, there are sections on avoiding cultural tourism, helping to broaden social circles and exposing stereotyping in the media. As well, considerable advice and information is presented to enable parents to think through their own values and history. Though this book written from an American point of view, there are many ideas which can be adapted by Canadian parents. Anti-racist educators might also adapt these ideas for people who ask, "What can I do about racism?"
>
> **Audience**: general; parents and anti-racism educators
>
> **Availability**: ISBN 0-06-273322-2

McLeod, Keith A. and Eva Krugly-Smolska. Eds. *Multicultural Education: A Place to Start*. Ottawa: Canadian Association of Second Language Teachers, 1997.

> *Multicultural Education* is a basic, introductory guide that outlines some of the important questions to consider when developing an inclusive curriculum within a school setting. It provides an historical and philosophical overview of the role of education in making positive change. On a theoretical level, this is an excellent tool for teachers and administrators. It addresses the larger context of why multicultural education is important on a number of levels, especially in schools and communities. It talks about citizenship, interculturalism, anti-racism, cultural support, human rights, Aboriginal rights, immigrant adjustment, equity and language. Part two contains thoughts on approaches for implementing

multicultural education and suggests how it might be integrated into math, science and technology. As a background document, it simply explains some of the 'whys' from a teaching and school perspective. Though brief, this tool is one of the few that succinctly identifies the context for teaching the value of diversity.

Audience: schools; teachers and school administrators

Availability: ISBN 0-921238-53-3

Minors, Arnold et al. *Employment Equity for Racially Visible and Aboriginal Peoples: Laying the Groundwork for Change*. Ottawa: Canadian School Boards Association, 1995.

Emerging from the theories presented in Employment Equity for Racially Visible and Aboriginal Peoples: An Anti-Racist Framework and An Anti-Racist Manual [see separate entry], Minors, Mukherjee and Posen further explore the practical dimensions of employment equity within school boards. This guide provides some useful definitions and diagrams/charts to further illustrate various terminology and employment equity goals. Section four of the manual is an especially well-planned tool kit including: a 3 day training and orientation session on employment equity in the context of anti-racism, a 3 day program for training an employment equity team and a 2 day session on policy development. Filled with various task sheets, agendas and activities, this guide provides accessible and succinct methods for implementing employment equity in an anti-racist context.

Audience: administrators; organisations in the process of implementing employment equity

Availability: ISBN 0-920632-13-0

Moreno, Verónica and Judy Vashti Persad. *Community Development with Immigrant Women: A Resource Kit for Community Education and Organizing*. Toronto: Cross Cultural Communication Centre, 1990.

Community Development with Immigrant Women: A resource kit for community education and organizing is an excellent example of designing and delivering a course that is committed to community development. As part of it's strategy, it

includes room for incorporating anti-racism and discussion on discrimination, racism and sexism. The course serves as a model for other community-based organizations working with, and for, immigrant women. The potential for adaptation here is great. This resource kit uses a participatory, community-based approach that helped give voice to the experiences of immigrant women and increased overall understanding of the group as a whole. In the kit, the discussion on incorporating anti-racism demonstrates how this is essential to changing attitudes and systems that work against immigrant women. Each part of the course includes facilitators' notes, advising on how to extend activities and/or precautions that need to be considered. There are units that specifically address issues of discrimination, racism and sexism from the point of view of immigrant women. The model suggested here demonstrates a thorough approach to community development with a keen eye on how community organizations can become anti-racist.

Audience: community-based organizations working with and for immigrant women

Availability: ISBN 0-9693772-1-5

Morris, Sonia V. Ed. *Multicultural and Intercultural Education: Building Canada*. Calgary, Alberta: Detselig Enterprises Ltd., 1989.

This book contains a broad and varied range of ideas, concepts and materials applicable to the area of multicultural and intercultural education. Though it is now older, it remains an important text as it outlines many of the conceptual and practical concerns about teaching and learning through these frameworks. Most of the articles are written in English, but there are some in French. The following subjects are covered: Managing Multicultural Resources for Economic Development; Perspectives of Multicultural, Native, and Human Rights Education; Institutional Response: Policy Development and Implementation; Curriculum and Materials: A Continuing Challenge; Community and School Responses to Diversity, Racism and Issues of Equity. The reader might find the

sections on curriculum and perspectives to be the most useful. While some of the discussion here is theoretical, some has practical application for teachers and other educators. One article, for example, provides 25 criteria for the design of multicultural education materials; another article looks at the issue of resistance.

Audience: teachers; administrators

Availability: ISBN 1-55059-006-5

Multi-Racial Youth Consulting Team. *Youth Moving Forward...An Anti-Racist Path to The Future: Anti-Racism Public Education YOUTH Activity Book*. Peel Region, Ontario: Peel Multicultural Council, n.d.

This is an example of a locally produced anti-racist booklet. It includes activities, short stories, poetry as well as information on support services within the community. It also includes well placed sections on 'voices' and 'knowledge and skills building'. As a community effort, this kind of guide typifies the principle of making anti-racism education relevant, especially for youth. The activities provide some good ideas for initiating discussions on anti-racism. They include facts, scenarios, case studies, definitions and true/false activities. The voices are especially compelling, in that they combine the experience of individuals with larger anti-racist concepts. As a model, *Youth Moving Forward* is a nice example of community based anti-racist action.

Audience: community service providers; youth workers

Availability: Peel Multicultural Council, Mississauga

National Film Board of Canada. *Face to Face Video Guide: Video Resources for Race Relations Training and Education*. Montreal: National Film Board of Canada, 1993.

The National Film Board's video guide presents an excellent and broad range of Canadian video resources for race relations training and education. The videos are categorized into five sections, containing numerous items. The sections are: 'Anti-Racism Education for Children,' 'Anti-Racism Education for Adults,'

'Community Life (i. Canada Develops as a Multicultural Society; ii. Discrimination, Conflict and the Law; iii) Racism, Sexism and Women),' 'Social Equity (i. Employment Issues; ii. Access to Social Services; iii. Community-Based Service Delivery Models)' and 'Perspectives on the Arts.' Each of the titles is accompanied by information on genre, date, length, order number, price, content, relevance and audience. This catalogue of NFB films would be particularly useful to a wide range of educators and each section of the catalogue provides some detail as to who might benefit most from use of the videos in the particular section. There are some well used and acclaimed films listed in this guide and the guide provides suggestions for their best use.

Audience: general

Availability: ISBN 0-7722-0475-6

Ng, Roxana et al. *Anti-Racism, Feminism and Critical Approaches to Education*. Westport, Connecticut and London: Bergin and Garvey, 1995.

Though not strictly Canadian, *Anti-Racism, Feminism and Critical Approaches to Education* is a valuable contribution to the theoretical discourse on teaching and learning in the field of anti-racism education. As an edited book, it contains a solid selection of pieces that address varying approaches and perspectives. It encourages closer examination of contradictions and controversies, from the view of critical pedagogy. The articles in the book are categorized into two sections: 'Multicultural and Anti-Racist Education: Comparative and Critical Perspectives' and 'Reflections on Critical Approaches to Education'. It provides context for the political and historical tensions in this field of work. As an educator and activist, the article by Roxana Ng, 'Teaching against the Grain: Contradictions and Possibilities,' especially raises some thoughtful points from a personal perspective; it would be very useful for positioning and consideration of our complex status as 'minority' teachers.

Audience: general

Availability: ISBN 0-89789-328-X (pbk)

Ontario, Commission on Systemic Racism in the Ontario Criminal Justice
System. *Racism Behind Bars: The Treatment of Black and Other
Racial Minority Prisoners in Ontario Prisons*. Toronto: Government
of Ontario, 1994.

*Racism Behind Bars: The treatment of black and racial minority prisoners in
Ontario prisons* though not a formal guide or workbook, is an essential tool for
those working within the corrections system, the courts or police forces of
Ontario. The report of the Commission on Systemic Racism in the Ontario
Criminal Justice System outlines a range of problems, controversies and
challenges. It raises some difficult issues, including treatment of Aboriginal
Peoples, women, stereotypes of racial minorities as well as racist attitudes and
acts. Most importantly, it contains recommendations and strategies that could be
implemented to deal with the reality of racism within the system. It looks for a
commitment to the elimination of racism and calls for the appointment of anti-
racism coordinators. As a tool, this report outlines the kinds of problems and
questions that one may need to consider in working within and outside the
Ontario Criminal Justice System. The recommendations particularly point to ways
institutions can begin anti-racism action and are relevant to many other legal and
community resources.

Audience: community organisations and professionals involved with the criminal
justice system

Availability: Publications Ontario, phone (416) 326-5300; local libraries

Ontario, Commission on Systemic Racism in the Ontario Criminal Justice
System. *Final Report of the Commission on Systemic Racism in the
Ontario Criminal Justice System*. Toronto: Government of Ontario,
1995.

This report looks at racism from a legal perspective and asks pointed questions
about perceptions of inequity by residents, judges and lawyers. The concepts of
systemic racism and racialization are discussed, as are prisons and the difficulty
of racial inequality within that system. The report is supported by considerable
statistical data. Other chapters address the legal details of imprisonment before

trial, charge management, court dynamics and challenges to equality. As *the Final Report* of the Commission, it also revisits an earlier report, *Racism Behind Bars.* Controversies surrounding community policing and responses to police shootings also receive attention. Finally, the report concludes with recommendations, "An equality strategy for justice," that reaffirm the need for anti-racism training and equality in employment and appointments. This report will be very useful to all sectors of the community that deal with the criminal justice system.

Audience: activists, criminal justice workers

Availability: Publications Ontario ISBN 0-7778-4718-3, phone (416) 326-5300; also available on the Internet

[http://www.yorku.ca/faculty/osgoode/offline/owp/racism/top.htm]

Ontario, Ministry of Education and Training. *Antiracism and Ethnocultural Equity in School Boards: Guidelines for Policy Development and Implementation*. Toronto: Government of Ontario, 1993.

Policy development and implementation plans are the thrust of these guidelines for those attempting to address anti-racism and ethnocultural equity within their school districts and schools. The guidelines examine questions of: practices, policies, curriculum, assessment and the monitoring of policy, considerations for guidance and counseling, and racial and ethnocultural harassment. This document was produced to address the requirement that Ontario school boards develop and implement such policies. It discusses the steps for developing policy, through to plans for implementation. These steps include: an initiation of the process of policy development by the board in order to raise awareness, identification of expected outcomes, establishment of timelines, allocation of resources, and development of a monitoring process. *Antiracism and Ethnocultural Equity in School Boards* includes worksheets, glossaries and checklists. Although it identifies areas that will be specifically important to school boards as they work through an anti-racism programme, these ideas can be modified by others who plan to establish policies for the first time within their organization or group.

Audience: community organisations, parents, teachers, administrators, students

Availability: Publications Ontario, phone (416) 326-5300

Ontario, Ministry of Health. *Strengthening Voices; Ministry of Health Anti-Racism Strategy*. Toronto: Government of Ontario, 1995.

The purpose of this document is to help the Ontario Ministry of Health develop a more 'racially inclusive health care system' by strengthening the voices of Ontario's ethnocultural communities. The strategy itself defines goals and guiding principles. Moreover, it identifies five main strategic directions: improved access to programs and services, increased participation in governance, improved access to employment opportunities, community development and partnerships and anti-racist communications. This document discusses the initiatives of the Ministry, while recognizing the need for more comprehensive and systematic approaches. It also mentions issues of long-term care redirection, mental health and hospital reform. This initiative can be seen as an example of how guiding principles, which incorporate the need for anti-racism, can provide direction for all areas of a community's health. Healthcare professionals might find this document useful in setting some parameters for discussing health care reform at the local level.

Audience: health care professionals

Availability: Publications Ontario, phone (416) 326-5300; ISBN 0-7778-3981-4

Paths of Glory. *Peep This!: Books & Videos of Interest*. 2000. [http://www.pathsofglory.com/f11cont.html]

At this web site, sponsored by Citizenship and Immigration Canada, one can find a comprehensive listing of mainly Canadian books relating to: historical, political and social experiences of African Canadians; theory relating to multi-culturalism, multicultural education and anti-racism education; and teaching practice in relation to curricula and classroom applications. In particular, the list of books relating to the experience of African Canadians contains some very good titles and the section on anti-racism has a number of works from the Ontario Ministry

of Education, as well as Toronto and area school boards and districts. These policy and curriculum documents are useful for jurisdictions about to embark on their own policy development and anti-racist education plans. There are many documents and books to sift through at this site. Each resource is followed by a short, clear description. The larger web site [http://www.pathsofglory.com] is an excellent resource on African Canadians and features both English and French versions.

Audience: general

Availability: Internet [http://www.pathsofglory.com/f11cont.html]

Perkins Delatte, Ann and Larry Baytos. "Guidelines for Successful Diversity Training." *Training* (January 1993): 55-60.

As diversity trainers, the authors of this article provide some good suggestions for successful training. Though this publication in based in the U.S., many points raised in the article could be adapted to the Canadian business scene. They discuss: the differences between education and training; the need for training to be a part of an overall strategy; timing considerations; doing a needs assessment; participatory approaches; testing; striking a balance in the use of inside and outside resources and the integration of programs into other company initiatives. This article is very useful for those who work in the field of business and are considering the need for employee diversity training. The article gives advice, makes thoughtful suggestions and provides examples that should compel businesses to take a long, hard look at the multiple considerations that are key to successful diversity training.

Audience: general; businesses

Availability: libraries - *Training* (July 1993)

R. D. Parker Collegiate. *Strategic Plan*. Manitoba, 1998.
[http://www.mysterynet.mb.ca/rdpc/action/action.html]

This web site features the work of R. D. Parker Collegiate, a Manitoba High School with an ethnically diverse population. In its strategic plan, this school aims

to decrease negative behaviour by 25% and, in particular, names four 'tactics' to achieve their goal [plan to increase student performance, program for awareness about the multi-ethnic nature of the community, programming to address social issues and integrating of new technologies]. Most importantly for our purposes, it commits to developing policies which take into account Aboriginal and anti-racist, multicultural education. It discusses the development of a 'Buddy System' for sponsored Aboriginal students as well as professional development for staff on anti-racism and curriculum development and implementation. The school also discusses the need for Aboriginal teachers and a program for 'Elder in Residence'. The site also mentions more general approaches to making this high school more responsive to the needs of its students and school community.

Audience: high school students, teachers

Availability: Internet [http://www.mysterynet.mb.ca/rdpc/action/action.html]

Reford-McCandless International Institute. *Introducing: The World Handbook: A Guide To Developing International and Global Awareness Programs*. Toronto: Reford McCandless International Institute, 1985.

Introducing: The World Handbook is an excellent resource for young people interested in exploring ways to make change and to make local/global connections. It helps students to critically examine and recognize the influence of world events on our view of ourselves as a country. It includes ideas for education on issues such as development, peace/security, human rights, international and global education, environment and technology. With regards to anti-racism, this handbook gives students the opportunity to look at the whole world from political, economic and historical perspectives. This enables them to gain a wider and deeper understanding of why racism might exist. The guide talks about the value of education in making change and contains a whole chapter on activities that can be used to fight racism. It provides advice for students on organizing seminars, conferences, film nights, clubs, and simulations. This is a valuable tool to help empower students working against racism from a global perspective.

Audience: students, grades 7-OAC

Availability: The Canadian Institute of International Affairs, Internet
[http://www.ciia.org/]

Rodriguez, Christine and Sherry Ramrattan Smith. *Untie the Knots of Prejudice: a Literature Based Anti-Racist Education Resource Kit*. Toronto: Federation of Women Teachers' Associations of Ontario, 1996.

This is one of the best resource kits designed for teaching anti-racism using literature. It includes objectives, learning outcomes, resources, a glossary and comprehensive theme units for students from the primary levels to grade nine. Each unit contains the names of texts applicable to the unit and grade level as well as detailed, well considered lesson strategies to facilitate delivery. The themes move students along in their understanding of the various aspects of learning from an anti-racism perspective. September: Self -esteem; October: Sharing Our Lives; November: Peace; December: Festivals of Lights; January: Rights of the Child; February: Caring Hands; March: Empowerment Over Racism; April Local and Global Citizenship; May: True Worth and Beauty and June: Circles and Cycles. The books suggested at each level for the different themes are age appropriate and drawn from a variety of traditions and perspectives. Given the breadth and depth of this tool, teachers may find other adaptations and uses to broaden their students' understanding of anti-racism and of difference. Most impressive is the inclusion of Aboriginal story telling and perspectives throughout the kit and a particular section devoted to teachers of French as a Second Language.
Audience: teachers; parents; libraries that wish to expand their collection of books for young people, from kindergarten to grade nine
Availability: Federation of Women Teachers' Associations of Ontario

Rosado, Caleb. "The Multiple Futures of Racism-Beyond the Myth of Race Through A New Paradigm for Resolution in the Third Millennium." *Futures of Racism–Multicultural Pavilion International Project*. Virginia, 1998. [http://curry.edschool.virginia.edu/…papers/caleb/ futures_of_racism.html]

In this article, sociologist Dr. Rosado talks about the problem of how to eliminate racism and offers a new approach that may not have been considered. The author brings together two theoretical approaches and argues these "perspectives comprise the bio-psycho-social-spiritual framework of Spiral Dynamics(r) that provides the best approach for unlearning and eliminating racism." (p. 1) Though highly analytical, this new research does discuss 'What Can We do?' and lists, '26 Do-Ables for Unlearning Racism and Prejudice: Examining Our Value Systems and Actions (Rosado 1998)'. Dr. Rosado explains that self-awareness is a cornerstone to changing attitudes, as he describes the first sixteen suggestions for change; the other ten are for institutions wishing to effect change. These twenty-six 'do-ables' are a new place to begin thinking about how we as individuals, and as people who run institutions, can make a world free from racism. This approach would be important for practitioners and educators to learn, to promote understanding of the newest theories and approaches to eradicating racism.

Audience: general; academic

Availability: Internet [http://curry.edschool.virginia.edu//go/multicultural/ papers/caleb/futures_of_racism.html]

Scane, Joyce et al. *Multicultural, Intercultural Education and Race Relations: An Annotated Bibliography*. Toronto: Green Dragon Press, 1992.

This annotated bibliography is one of the most informative tools documenting the important sources on multiculturalism, race and intercultural relations in Canada from 1980-1991. It provides both bibliographic information and annotations. The bibliography is divided by types of documents: journal articles, books, conference proceedings, theses, policy documents, reports, manuals and guides,

bibliographies, catalogues and repositories. It covers a wide range of materials in a number of subject areas, including: employment equity, multicultural policy and human rights. A chapter describing manuals and guides contains a mix of governmental publications as well as other publications from schools, agencies and private publishers. This is a comprehensive tool covering resources available in the 1980s.

Audience: general; educators and policy makers

Availability: Green Dragon Press, Toronto; ISBN 0-9691955-9-1

Social Development Council, Ajax-Pickering. *Taking a Stand: Anti-Racism Tool-Kit for Business and Human Service Agencies.* Ajax-Pickering, Ontario: Ajax-Pickering Social Development Council, 1995.

Taking A Stand provides a broad look at the phases an organization might need to consider in order to become more proactive in its approach to anti-racism. It takes a close, step by step look at how to develop an anti-racism plan or policy. The manual provides a number of models adapted from a range of sources to suit the varied needs of different organizations. *Taking A Stand* contains a number of useful chapters that address: policy writing, guidelines for reporting harassment and methods of dispute resolution for racial conflicts. In addition, it provides ideas for education and training as well as for improving communication. This community based kit points to the many considerations that need to be assessed when developing guidelines, policies, procedures and plans with regards to anti-racism.

Audience: businesses and human service agencies; ideal for managers and directors

Availability: Social Development Council of Ajax-Pickering,

phone (905) 686-2661

Tator, Carol and Frances Henry. *Multicultural Education: Translating Policy Into Practice*. Ottawa: Multiculturalism and Citizenship Canada, 1991.

This study looks at the efficacy of anti-racism practices across Canada in various educational institutions. It is a valuable tool for those looking for examples of how various jurisdictions have attempted to address questions of racial and cultural equity and how they have promoted strong race relations. The study employed a survey methodology that accessed a number of constituencies and the kinds of materials they used. Though their findings are rather disappointing, i.e. that policies and programs have not been so successful, the document does serve to show the kinds of programs that have been implemented across Canada in the past. The case studies represent educational institutions from across the country. Importantly, the authors attempt to address the question why such anti-racism programs have had limited success by looking at the barriers to the implementation of policy. This is a well-researched, thorough study that is useful because it provides context for educational institutions and government.

Audience: general, school administrators

Availability: government, libraries

Thomas, Barb. *Multiculturalism at Work: A Guide to Organizational Change*. Toronto: Young Women's Christian Association of Metropolitan Toronto, 1987.

This manual, though now dated, provides guidelines for how a national organization, such as the YWCA, can plan and implement change with regards to anti-racism. The manual is thoughtfully constructed, examining issues of approach, purpose and assumption from the onset. Most impressively, it provides a strong analysis on the question, "why change?" It gives organizations an opportunity to take stock of their readiness to work on these issues. There are some excellent diagrams and illustrations that visually clarify and explain concepts that are sometimes hard to communicate. The manual addresses potential problem of resistance and also gives suggestions for more specific

considerations like job postings and conflict resolution. Included in the manual is a sample "training process" that identifies timelines, topics and objectives. This is an excellent resource for agencies considering a process of multicultural organizational change.

Audience: human service agencies

Availability: ISBN 0-919313-51-5

Thomas, Barb and Charles Novogrodsky. *Combatting Racism in the Workplace: A Course for Workers*. Toronto: Cross Cultural Communication Centre, 1983.

This text is focussed on racism and the workplace. It addresses concepts of racial discrimination in the workplace by looking at immigrant workers, immigration policies, legislation against discrimination, collective agreements and the role of unions in combatting racism. It is a valuable tool for examining one of the sites of a great deal of struggle for visible minority Canadians–work. The course described in the book contains a range of suggestions and ideas for ensuring a workplace free from racial discrimination. For example, it has a number of plans for teaching about the ways in which racism manifests itself in different places of work. Each plan includes resources (books, films etc) for background information, as well as activities designed to raise questions and prompt better planning to ensure the rights of visible minority workers. The book addresses conceptions and misconceptions of immigrants and outlines the classes and policies that affect their employment status. Also, it looks at various avenues available for individuals with complaints, from collective agreements to the role and use of Human Rights Commissions. It discusses practices that can be adopted by unions, workers and employers to improve processes for resolution of complaints regarding race. The activities suggested here and the information compiled in this book, though now dated, provide a solid context for understanding racism from the perspective of work.

Audience: workers; unions; employers

Availability: ISBN 0-9691060-2-5

TRICAN Consulting Group. *Training STARs: A State-of-the-Art-Review of Diversity Training Programs*. Ottawa: Training and Development Canada and Program Development, Employment Equity, Public Service Commission of Canada, 1991.

This report for the Federal Public Service reviews 104 diversity training programs across North America and provides an analysis of the content. This state-of-the-art review takes into account various criteria: mandate, objectives, information, skills/performance, information on systemic influences, structure, quality, evaluations and flexibility. These criteria are useful for groups to use to evaluate the delivery and success of programs in which they might have participated. Moreover, this report outlines recommendations regarding the size, duration, length and relevancy of such training. It also gives an overall picture of the kinds of issues discussed in diversity training programs, as well as the teaching strategies and tools used. This is a thorough analysis and would provide trainers with a list of factors key to their evaluation. A close examination of the criteria used would reveal the kinds of issues and styles best suited to the various sectors that could potentially be involved in such training. This report might also be a useful tool to assist in the determination of skills and values that are most saught for a particular group. It is sometimes difficult to gauge how useful or effective training has been, both in the long and short terms; this report will demonstrate what types of issues to consider when evaluating success.

Audience: trainers; organizations to assist in setting agendas/measuring success

Availability: government libraries

TVOntario. *Anti-Racist Education: Selected Readings and Resources*. Toronto: TVOntario, 1993.

Anti-Racist Education (Selected Readings and Resources) produced by TVOntario is an excellent resource developed to accompany the television series, *Anti-Racist Education*. It combines the expertise of a number of well-known anti-racist educators, including Alok Mukherjee. This resource contains a selection of readings that explore theoretical frameworks for anti-racist training, with

particular emphasis on the use of film and video. It also provides a number of specific guidelines, checklists and questionnaires. These are especially useful for school settings, but could be adapted to other sites of learning. In particular, a rubric developed by Mukherjee, 'From Racist to Anti-Racist Education: A Synoptic View,' is an excellent way for educators to place themselves or their organization on a continuum of understanding, in order to indicate directions for continuing anti-racist work. This document also provides a comprehensive list of general curriculum, as well as organizational and individual resources. Although primarily Ontario based, a rich variety of experienced practitioners are listed. Notably, the text raises a number of significant questions; for example, Lenore Keeshig-Tobias provides a list of questions to consider when evaluating books about Native Peoples.

Audience: general; school settings; good for educators who use film and video
Availability: TVOnatrio

Unitarian Universalist Association. *Journey Toward Wholeness Anti-Racism Program*.1997. [http://www.uua.org/faithinaction/jtwarp/jtwarpt.html]

The Unitarian Universalist Association has developed a program called 'Journey Toward Wholeness Anti-Racism Program'. The purpose of the program is to become more inclusive, to make new community connections and to restructure in a way that recognizes the importance of racial justice. This site offers suggestions as to how different congregations might approach the program: introductory workshops, the establishment of committee structures and beginning to organize and plan an anti-racism strategy. Then, they embark on a three and a half-day analysis and team building training program that begins to dismantle institutional racism. Finally, members of the team begin to develop skills for anti-racism education and organizing. The Unitarian Associate offers steps toward the goal of anti-racism and has developed a 'Continuum on becoming an anti-racist, multicultural institution'. This chart moves the institution from monocultural to anti-racist, multicultural and from exclusive to inclusive and from a segregated

institution to a transformed institution. This is a useful model that could be adapted/followed by other large institutions, in their efforts to become meaningfully anti-racist.

Audience: institutions, particularly those involved with spirituality

Availability: Internet [http://www.uua.org/faithinaction/jtwarp/jtwarp.html]

United Nations High Commissioner for Refugees. *Teaching Resources*. New York, 2000. [http://www.unhcr.ch/teach/tchres.htm]

This web site, maintained by the United Nations High Commissioner for Refugees, contains many descriptive references to materials that could be quite useful for teachers and community organisations working with refugee children/youth. Resources cited include pamphlets and brochures, books and videos. Most are very recently published. Target age groups are noted. Many of the resources address refugee issues from personal, individual perspective. The brochure, *Refugee Teenagers*, for example, is said to deal with issues of exile through personal histories of refugee teens. This list of annotated resources might prove to be invaluable for teachers and youth workers.

Audience: teachers; agencies/organizations working with refugee children

Availability: Internet [http://www.unhcr.ch/teach/tchres.htm]

l'Université Laval. *Liens internet de Multiculturalisme*. 2000. [http://www. fse.ulaval.ca/dpt/morale/mcult/refer/internet/int-droit.html]

This web page features French language web links to a number of sources related particularly to multiculturalism and ethnicity. Some links relate to Quebec, while others are international in focus (particularly Luxembourg). Refugees, immigration and the justice system are featured topics. This site will be of most use to researchers interested in multiculturalism, but anti-racist activists and trainers might find some useful materials through this page of links. Lists of French films/videos, for instance, could be useful during training workshops.

Audience: researchers; anti-racism workers

Availability: Internet

[http://www.fse.ulaval.ca/dpt/morale/mcult/refer/internet/int-droit.html]

University of Toronto, Scarborough Campus. *Examples of Classroom Activities, Structured in Terms of a Set of Rethinking Questions and a Set of Replaying Exercises*. Toronto, 2000. [http://citd.scar.utoronto.ca/multi_history/School_Projects/ activities.html]

This site provides a number of examples of re-thinking questions and re-playing exercises that prompt students to explore the question of 'where one comes from'. Why do people emigrate? What is a neighbourhood? What is a stereotype? These questions are accompanied by exercises that help to draw out the facets of the question. For example, the site discusses an Oral Testimony Project, a look at Community History, and an examination of Stereotypes in the media, including the ethnic press. These activities provide teachers with some ideas and questions that can help students to think about their place and how it may connect to issues of race. These exercises are excellent as background material before beginning a course or programme on anti-racism.

Audience: general, high school teachers

Availability: [http://citd.scar.utoronto.ca/multi_history/School_Projects/ activities.html]

Ward, Barbara. *Steps to Resolving Racial Conflict at the Workplace*. Ed. June Veecock. Toronto: Ontario Federation of Labour, n.d.

This handbook, produced by the Ontario Federation of Labour, is written very specifically for shop stewards. In its preface it states that, "Racism is about cutting people out. It is about denying groups of people their fair share" (p. 2) Given this strong statement, the handbook demonstrates that it supports work that speaks against racism. It contains guidelines for dealing with racism in the workplace. Each of the five parts of the booklet provide suggestions for dealing with different aspects of racism: systemic discrimination; real effects of racist

'humour'; stereotyping; training; and handling confrontation. Each aspect is addressed by giving shop stewards very specific steps to follow when discrimination or racism happen. It cites the applicable Human Rights Codes and makes reference to the principles embodied in the trade Union Charter. Though there is no theoretical background, this is a very useful, quickly read, and easily accessed handbook for those involved at different levels of organized labour.

Audience: shop stewards; union personnel

Availability: Ontario Federation of Labour

Williams, Alison and Shaheen Ali. *Removing Barriers: Inclusion, Diversity and Social Justice in Health; Anti-Racism/Discrimination in Health Care (Two Workshops).* Toronto, 2000. [http://dfcm18.med.utoronto.ca/barriers/racism.html]

At this web site one can find the outline for two workshops examining the issue of anti-racism and discrimination in health care. Though general, these workshops demonstrate the need for anti-racism education to become an integrated part of health care delivery. The site provides some valuable references and is a fine example of how health care professionals can begin to think about anti-racism, in order to facilitate stronger connections between health care providers and the communities they service. To this end, it is important to discover barriers to full access to health care services that face immigrants, refugees and people of colour. How these barriers can be reduced or eliminated remains a key question. A number of recommendations are noted.

Audience: healthcare professionals; community organizations

Availability: Internet [http://dfcm18.med.utoronto.ca/barriers/racism.html]