

# **Anti-Racist Education: A Bibliography of Resources**

June 2015

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**Stewart Resources Centre**

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\*Annotations have been excerpted from book description provided by the publishers.

305.8 B434

Bell, Lee Anne

**Storytelling for social justice : connecting narrative and the arts in antiracist teaching**

New York, NY: Routledge, 2010.

*Summary:* Making sense of the racial constructions expressed through the language and images we encounter every day, this book provides strategies for developing a more critical understanding of how racism operates culturally and institutionally in our society. This book examines ways to teach and learn about race by creating counter-storytelling communities that can promote more critical and thoughtful dialogue about racism and the remedies necessary to dismantle it in our institutions and interactions. It provides tools for examining racism as well as other issues of social justice. The innovative model presented in this book offers a practical and critical framework for thinking about and acting on stories about racism and other forms of injustice.

*Subjects:* Racism; Social justice.

305.8 E57

Karumanchery, Leeno (Ed.)

**Engaging equity: new perspectives on anti-racist education**

Calgary, AB: Detselig Enterprises, 2005.

*Summary:* Recognizing that racism and other forms of oppression continue to evolve and to adapt to our changing times, it is crucial that our strategies for resistance are equally dynamic and proactive. In this reader, Dr. Karumanchery has brought together some of critical theory's most powerful and insurgent voices to explore this vital strand of the anti-racist tapestry by asking, "How do we understand our oppression, and how do we frame and manage our resistance in the face of it?"

*Subjects:* Racism; Study and teaching; Discrimination in education.

305.8 O32

Fine, Michelle

**Off white : readings on power, privilege, and resistance**

New York, NY: Routledge, 2004.

*Summary:* This collection provides an extended examination of the material conditions of whiteness and contemporary racial formations by considering such areas as class, gender, sexuality, geography, and media as sites for studying racism.

*Subjects:* Racism; United States; Social classes; United States; Discrimination in education; United States.

305.8 R121

Twine, France

**Racing research, researching race: methodological dilemmas in critical race studies**

New York: New York University Press, 2000.

*Summary:* *Racing Research, Researching Race* is the first volume of its kind to explore how ideologies of race and racism intersect with nationality and gender to shape the research experience. Critical work in race studies has not adequately addressed how racial positions in the

field as inflected by nationality, gender, and age generate numerous methodological dilemmas. *Racing Research, Researching Race* begins to fill this gap by infusing critical race studies with more empirical work and suggesting how a critical race perspective might improve research methodologies and outcomes.

*Subjects:* Anthropology; Sociology; Ethnic studies; Political science; Racism; Sociology.

305.8 R287

Adams, Maurianne (Ed.)

**Reading for diversity and social justice**

New York, NY: Routledge, 2010.

*Summary:* This anthology covers issues related to identity and oppression from a social justice perspective. Chapter sections on Religious Oppression, Transgender Oppression, and Ageism/Adultism have been added to this new edition. As with the first edition, each chapter section is divided into Contexts, Personal Voices, and Next Steps. The first two parts provide vivid portraits of the meaning of diversity and the realities of oppression. The third part challenges the reader to take action to end oppressive behavior and affirm diversity and social justice.

*Subjects:* Social justice—United States; Minorities—United States; Racism—United States; Prejudices—United States.

305.8 T631

Tochluk, Shelly

**Witnessing whiteness : first steps toward an antiracist practice and culture**

Lanham, MD: Rowman & Littlefield Education, 2008.

*Summary:* *Witnessing Whiteness* invites readers to consider what it means to be white, describes and critiques strategies used to avoid race issues, and identifies the detrimental effect of avoiding race on cross-race collaborations. The author illustrates how racial discomfort leads white people toward poor relationships with people of colour.

*Subjects:* Racism—United States; United States—Race relations; Race awareness—United States.

305.8 V484

**The Verdict with Paula Todd [DVD] : racism in Canada**

Toronto, ON: CTV Television Network, 2007.

*Summary:* This episode takes an inside look at the problem of racism in Canada. Informative interviews, panel discussions and riveting footage.

*Subjects:* Canada—Race relations.

305.8 W813

Wise, Tim J.

**Colorblind : the rise of post-racial politics and the retreat from racial equity**

San Francisco, CA: City Lights Books, 2010.

*Summary:* In this powerful follow-up to *Between Barack and a Hard Place*, Tim Wise argues against "colorblindness" and for a deeper color-consciousness in both public and private practice. We can only begin to move toward authentic social and economic equity through what Wise calls "illuminated individualism"—acknowledging the diverse identities that have shaped

our perceptions, and the role that race continues to play in the maintenance of disparities between whites and people of color in the United States today. This is the first book to discuss the pitfalls of "colorblindness" in the Obama era.

*Subjects:* Racism Political aspects United States; Liberalism United States; African Americans Civil rights 20th century; United States Race relations.

305.8 W813

**Colorblind [DVD] : the rise of post-racial politics and the retreat from racial equity**

Oakland, CA: SpeakOut Productions, 2010

*Summary:* Tim Wise argues against colorblindness in the Obama era and argues for deeper color-consciousness in both public and private practice. We can only begin to move toward authentic social and economic equity through what Wise calls illuminated individualism - acknowledging the diverse identities that have shaped our perceptions, and the role that race continues to play in the maintenance of disparities between whites and people of color in the United States today.

*Subjects:* African Americans Civil rights 20th century; Liberalism United States; United States Race relations; Racism Political aspects United States.

305.813 W813

Wise, Tim

**Speaking treason fluently : anti-racist reflections from an angry white male**

Brooklyn, NY: Soft Skull Press, 2008.

*Summary:* The author examines the way in which institutional racism continues to shape the contours of daily life in the United States, and the ways in which white Americans reap enormous privileges from it. The essays included in this collection span the last ten years of Wise's writing and cover all the hottest racial topics of the past decade: affirmative action, Hurricane Katrina, racial tension in the wake of the Duke lacrosse scandal, white school shootings, racial profiling, phony racial unity in the wake of 9/11, and the political rise of Barack Obama.

*Subjects:* Racism United States; Whites United States Attitudes; Anti-racism United States; United States Race relations.

305.8 W813

Wise, Tom

**White like me : reflections on race from a privileged son**

Brooklyn, NY: Soft Skull Press, 2008.

*Summary:* Using stories from his own life, Tim Wise demonstrates the ways in which racism not only burdens people of color, but also benefits, in relative terms, those who are "white like him." He discusses how racial privilege can harm whites in the long run and make progressive social change less likely. He explores the ways in which whites can challenge their unjust privileges, and explains in clear and convincing language why it is in the best interest of whites themselves to do so. Using anecdotes instead of statistics, Wise weaves a narrative that is at once readable and yet scholarly, analytical and yet accessible.

*Subjects:* Whites United States Social conditions; Racism United States; United States Race relations language Study and teaching Foreign speakers.

305.8001 B634

Blaine, Bruce Evan

**Understanding the psychology of diversity**

Los Angeles, CA: Sage, 2013.

*Summary:* This book examines social difference, social inequality, and the problems inherent to inequality from a psychological perspective. The text features chapters on traditional topics such as categorization, stereotypes, sexism, and racism. Further chapters explore new, nontraditional diversity topics such as weightism, ageism, sexual prejudice, and stigma.

*Subjects:* Multiculturalismô Psychological aspects; Prejudices; Stereotypes (Social psychology).

305.8007 A629

Smith, Charles C.

**Anti-racism in education : missing in action**

Canadian Centre for Policy Alternatives, 2010.

*Summary:* This book focuses on the challenges faced by Aboriginal and racialized peoples in our classrooms; it also offers theoretical and practical approaches to addressing these challenges through educational policy and programs, and the relationship of educational institutions to other public and private sector bodies as well as to broader societal values.

*Subjects:* Racismô Study and teaching; Discrimination in educationô Canada; Canadaô Race relationsô Study and teaching.

305.8007 S559

**Show racism the red card : multicultural and antiracist education**

BC TeachersøFederation, Canada, 2014.

*Summary:* *Show Racism the Red Card* is an antiracism educational charity that was established in January 1996. The organization utilizes the high-profile status of professional soccer players to help tackle racism in society. There are four parts to this lesson aid (background information, lesson plans, references, and a bibliography).

*Subjects:* Racismô Study and teachingô Canada; Race discriminationô Study and teaching.

305.800973 M621

Michael, Ali

**Raising race questions : whiteness and inquiry in education**

New York, NY: Teachers College Press, 2015.

*Summary:* Based on lessons gleaned from experienced white teachers in a variety of settings, it lays out a path for using inquiry to develop sustained, productive engagement with challenging, and common, questions about race. It suggests that guilt and conflict need not be the end point of raising race questions and offers alternative destinations: anti-racist classrooms, positive racial identities, and a restoration of the wholeness that racism undermines. This book features: new insight on race and equity in education; case studies of expert and experienced white teachers who still have questions about race; approaches for talking about race in the K - 12 classroom; strategies for facilitating race conversations among adults; a variety of different resources useful in the teacher inquiry groups described in the book; and research with teachers, not on teachers, including written responses from each teacher whose classroom is featured in the book.

*Subjects:* United Statesô Race relations; Racism in education; Race awarenessô Study and teaching; Multicultural education; Whitesô Race identityô Study and teaching.

305.8924 C549

**Choose your voice. Antisemitism in Canada, teacher's guide : victim, bystander, perpetrator, hero**

Ottawa, ON: Canadian Jewish Congress, 2011.

*Summary:* Published in collaboration with FAST: Fighting Anti-Semitism Together.

*Subjects:* Jews - Canada - Social conditions; Racism - Canada; Antisemitism - Canada.

305.897 E53

Emberley, Julia

**Defamiliarizing the Aboriginal : cultural practices and decolonization in Canada**

Toronto, ON: University of Toronto Press, 2007.

*Summary:* In *Defamiliarizing the Aboriginal*, Julia V. Emberley examines the historical production of aboriginality in colonial cultural practices and its impact on the everyday lives of indigenous women, youth, and children. Adopting a materialist-semiotic approach, Emberley explores the ways in which representational technologies - film, photography, and print culture, including legal documents and literature - were crucial to British colonial practices. Emberley gives due attention to this important work, studying a wide range of topics such as race, place, and motherhood, primitivism and violence, and sexuality and global political kinships.

*Subjects:* Family - Canada - History - 20th century; Native peoples - Canada - Social conditions - 20th century; Native peoples - Kinship - Social aspects - Canada; Native peoples - Canada - Government relations.

305.897 I89

Schick, Carol (Ed.)

**I thought Pocahontas was a movie : perspectives on race/culture binaries in education and service professions**

Regina, SK: CPRC Press, 2009

*Summary:* A significant contribution to the understanding of systemic racism in Canadian institutions, this collection of essays arising out of the unique Prairie context interrogates how professionals practicing in law, education, health, and other helping professions engage with issues of race and culture. This book examines the challenges and resistance found within professional groups working with Aboriginal and racial minority peoples. For teachers, social workers, healthcare providers, and professors, the greatest barriers to working across difference may be themselves and their assumptions about what the nature of the "problem" of difference is considered to be.

*Subjects:* Canada - Race relations; Native peoples - Canada - Social conditions; Discrimination in education - Canada; Native peoples - Civil rights - Canada; Native peoples - Education - Canada.

305.897071 E34

Crichton, Kelly (producer)

**8<sup>th</sup> fire [DVD] : Aboriginal peoples, Canada & the way forward**

Toronto, ON: Entertainment One Films Canada, 2012.

*Summary:* *8th Fire* is a provocative, high-energy journey through Aboriginal country showing why we need to fix Canada's 500 year-old relationship with Indigenous peoples. It's a relationship mired in colonialism, conflict and denial. *8th Fire* propels us past prejudice,

stereotypes and misunderstandings, to encounters with an impressive new generation of Aboriginal Canadians who are reclaiming both their culture and their confidence. We meet the emerging leaders, artists, activists and thinkers. We explore the best ideas for change. Above all, *8th Fire* examines the way forward to a second chance to get the relationship right.

*Subjects:* Indians of North Americaô Canadaô Government relations; Video recordings for the hearing impaired; Indians of North Americaô Canadaô Economic conditions; Indians of North Americaô Canadaô Social conditions; Indians of North Americaô Urban residenceô Canada.

305.89915 L496

**The legacy of a people : cultural awareness DVD [DVD]**

Australia Hume Regional Aboriginal Justice Advisory Committee, 2008.

*Summary:* The film tells the story of the Shepparton Koori community. It follows the story of the Maloga and Cummeragunja Missions through to the establishment in 1958 of Rumbalara, a Koori-specific public housing settlement. In 1939, 200 of the residents fed-up with the conditions on Cummeragunja and their treatment by the manager walked off in what is now known as the Cummeragunja Walk-Off, the first-ever mass strike of Aboriginal people in Australia.

*Subjects:* Cultural awareness; Race awareness; Aboriginal Australians.

306.43 B793

Hammett, Roberta F.

**Boys, girls, and the myths of literacies and learning**

Toronto, ON: Canadian ScholarsøPress, 2008.

*Summary:* This book deconstructs the myths that serve to uphold the theory around boys' supposed failures in literacy and diminished chances of success. Readers are asked to see different, more complex categorizations of students in their classrooms, other than the simplistic male/female categories, and begin to question and address some of those issues: poverty, racism, violence, environment, and more complex issues of gender, patriarchy, and hegemony.

*Subjects:* Boysô Education; Girlsô Education; Gender identity in education; Sex differences in education.

306.43 S474

Sensoy, Özlem

**Is everyone really equal? An introduction to key concepts in social justice education**

New York, NY: Teachers College Press, 2012.

*Summary:* This handbook will introduce readers to social justice education, providing tools for developing critical social justice literacy and for taking action towards a more just society. Accessible to students from high school through graduate school, this book offers a collection of detailed and engaging explanations of key concepts in social justice education, including critical thinking, socialization, group identity, prejudice, discrimination, oppression, power, privilege, and white supremacy.

*Subjects:* Social classes; Multicultural education; Social justiceô Study and teaching; Educational sociology; Educational sociology.

320.51 G528

Giroux, Henry A.

**Against the terror of neoliberalism : politics beyond the age of greed**

Boulder, CO: Paradigm Publishers, 2008.

*Summary:* This book connects the history, ideology, and consequences of neoliberal policies to education and cultural issues that pervade almost every aspect of daily life. This book points to ways in which neoliberal ideology can be resisted, and how new forms of citizenship and collective struggles can be forged, to reclaim the meaning both of a substantive politics and of a democratic society.

*Subjects:* Youth<sup>ô</sup> United States<sup>ô</sup> Social conditions; United States<sup>ô</sup> Politics and government<sup>ô</sup> 1989; Racism<sup>ô</sup> United States; Authoritarianism<sup>ô</sup> United States; Neoliberalism<sup>ô</sup> United States.

322.42097124 P687

Pitsula, James M.

**Keeping Canada British : The Ku Klux Klan in 1920s Saskatchewan**

Vancouver, BC: UBC Press, 2013.

*Summary:* The Ku Klux Klan had its origins in the American South. It was suppressed but rose again in the 1920s, spreading into Canada, especially Saskatchewan. This book offers a new interpretation for the appeal of the Klan in 1920s Saskatchewan. It argues that the Klan should not be portrayed merely as an irrational outburst of intolerance but as a populist aftershock of the Great War and a slightly more extreme version of mainstream opinion that wanted to keep Canada British. Through its meticulous exploration of a controversial issue central to the history of Saskatchewan and the formation of national identity, this book shines light upon a dark corner of Canada's past.

*Subjects:* Saskatchewan<sup>ô</sup> Race relations<sup>ô</sup> History<sup>ô</sup> 20th century; Ku Klux Klan (1915- )<sup>ô</sup> History<sup>ô</sup> 20th century; Racism<sup>ô</sup> Saskatchewan<sup>ô</sup> History<sup>ô</sup> 20th century; Saskatchewan<sup>ô</sup> Social conditions<sup>ô</sup> 20th century.

322.420973 B293

Bartoletti, Susan Campbell

**They called themselves the K.K.K. : the birth of an American terrorist group**

Boston, MA: Houghton Mifflin Harcourt, 2010.

*Summary:* Boys, let us get up a club. With those words, six restless young men raided the linens at a friend's mansion, pulled pillowcases over their heads, hopped on horses, and cavorted through the streets of Pulaski, Tennessee in 1866. The six friends named their club the Ku Klux Klan, and, all too quickly, their club grew into the self-proclaimed Invisible Empire with secret dens spread across the South. This is the story of how a secret terrorist group took root in America's democracy. This book is filled with chilling and vivid personal accounts unearthed from oral histories, congressional documents, and diaries.

*Subjects:* United States<sup>ô</sup> Race relations; Hate groups<sup>ô</sup> United States<sup>ô</sup> History; Racism<sup>ô</sup> United States<sup>ô</sup> History; Ku Klux Klan (19th cent.)

323.1196 C777

Cooper, John

**Season of rage : Hugh Burnett and the struggle for civil rights**

Toronto, ON: Tundra Books, 2005.

*Summary:* Last place in North America where black people and white people could not sit down together to share a cup of coffee in a restaurant was not in the Deep South, it was in the small,

sleepy Ontario town of Dresden. In 1954 something extraordinary happened. The National Unity Association was a group of African Canadian citizens in Dresden who had challenged the racist attitudes of the 1950s and had forged an alliance with civil rights activists in Toronto to push the Ontario Government for changes to the law in order to outlaw discrimination. Despite the law, some business owners continued to refuse to serve blacks. The National Unity Association worked courageously through a variety of means of protest to change attitudes.

*Subjects:* Civil rights movementsô Ontarioô Historyô Juvenile literature; Black Canadiansô Civil rightsô Ontarioô Historyô Juvenile literature; Racismô Ontarioô Historyô Juvenile literature; Dresden (Ont.)ô Race relationsô Historyô Juvenile literature; National Unity Associationô Historyô Juvenile literature.

323.171 M654

Milligan, Dustin

**The greyest tale : the right to be treated fairly no matter what colour you are**

Ottawa, ON: DC Canada Education Publishing, 2013.

*Summary:* Sam Husgee is determined to prove his athletic might. The sled team doesn't want a grey dog to lead the team. Perhaps when trainer Dogovan Bailey works his magic with Sam, the sled team will have second thoughts about Sam's abilities and all grey dogs for that matter!

*Subjects:* Canada-- Canadian Charter of Rights and Freedoms--Juvenile literature; Race discrimination--Canada--Juvenile literature.

325.2540971 H629

Hickman, Patricia

**Righting Canada's wrongs. The Komagata Maru and Canada's anti-Indian immigration policies in the twentieth century**

Toronto, ON: James Lorimer & Co., 2014.

*Summary:* In 1914, Canada was a very British society with anti-Asian attitudes. Although Great Britain had declared that all people from India were officially British citizens and could live anywhere in the British Commonwealth, Canada refused to accept them. This racist policy was challenged by Gurdit Singh, a Sikh businessman, who chartered a ship, the Komagata Maru, and sailed to Vancouver with over 300 fellow Indians wishing to immigrate to Canada. They were turned back, tragically. Over the years, the Canadian government gradually changed its immigration policies, first allowing entry to wives and children of Indian immigrants and later to many more immigrants from India. The Indo-Canadian community has grown throughout Canada, especially in British Columbia. Many in the community continue to celebrate their Indian heritage which enriches Canadian culture.

*Subjects:* East Indiansô Canadaô Historyô 20th century; Indiaô Emigration and immigrationô Historyô 20th century; Canadaô Ethnic relationsô Historyô 20th century; Canadaô Emigration and immigrationô Government policyô Historyô 20th century.

331.133 L864

Lopes, Tina

**Dancing on live embers : challenging racism in organizations**

Toronto, ON: Between the Lines, 2006.

*Summary:* This book investigates how racism, white privilege, and institutionalized power manifest themselves in organizational life. It holds up familiar workplace interactions for

scrutiny, and looks for openings to advance racial equity and justice. It tells the stories of activists who have effectively challenged racism in a range of settings.

*Subjects:* Discrimination in employmentô Canada; Racismô Canada; Canadaô Race relations; Work environmentô Canada.

352.880971 T874

**Truth and Reconciliation Commission of Canada interim report [kit]**

Winnipeg, MB: Truth and Reconciliation Commission of Canada

*Summary:* Truth and reconciliation commission of Canada: interim report -- For the children taken, for the parent left behind -- Indian residential schools: an overview -- Statement gathering frequently asked questions -- Residential schools: resource guide -- Residential schools of Canada (map).

*Subjects:* Native peoplesô Civil rightsô Canada; Native peoplesô Canadaô Government relations; Truth commissionsô Canadaô Management; Native peoplesô Reparationsô Canada; Native peoplesô Canadaô Residential schools; Transitional justiceô Canada.

362.76 C914

Creighton, Allan

**Helping teens stop violence, build community and stand for justice**

Alameda, CA: Hunter House, 2011.

*Summary:* This book is a guide for adults who work with young people ages ten and up on issues related to youth leadership and social justice. The authors provide a clear theoretical framework for their approach to social justice education. On the practical level, workshop guidelines and outlines are included for facilitating discussion and sharing around sensitive topics of oppression, the "isms"ô racism, sexism, adultismô as well as gender issues, immigration, religion, ability and access.

*Subjects:* Social work with teenagers; Teenagersô Abuse ofô Prevention.

370.1 V152

Valencia, Richard R.

**Dismantling contemporary deficit thinking : educational thought and practice**

New York, NY: Routledge, 2010.

*Summary:* Deficit thinking is a pseudoscience founded on racial and class bias. It "blames the victim" for school failure instead of examining how schools are structured to prevent poor students and students of color from learning. This book provides comprehensive critiques and anti-deficit thinking alternatives to this oppressive theory by framing the linkages between prevailing theoretical perspectives and contemporary practices within the complex historical development of deficit thinking.

*Subjects:* Educationô Philosophy; School management and organization; Racism in education; Critical educator.

370.115 C738

Compton-Lilly, Catherine

**Confronting racism, poverty, and power : classroom strategies to change the world**

Portsmouth, NH: Heinemann, 2004.

*Summary:* The author draws on her research into the role of family and urban life to debunk the assumptions about poor and diverse populations. Then she offers specific instructional strategies and practical critical literacy projects that connect families and communities to classrooms and schools. These projects work particularly well with urban learners. They also can be adapted to recognize or respond to any kind of community in which a school is based.

*Subjects:* Critical pedagogy; Racism; Discrimination in education.

370.115 072

Orlowski, Paul

**Teaching about hegemony : race, class and democracy in the 21st century**

New York, NY: Springer, 2011.

*Summary:* Political progressives in Canada and the United States are deeply concerned by the manner in which their countries treat their poor. They are dismayed at the dismantling of the social welfare state, the weakening of public education systems and the grotesque and ever-growing inequality of wealth. To remedy this problem, citizens need to be more aware of how political ideology influences attitudes and actions, and they need to better comprehend the effects of hegemonic discourses in the corporate media and school curriculum.

*Subjects:* Hegemony Study and teaching.

370.117 B688

Bolgatz, Jane

**Talking race in the classroom**

New York, NY: Teacher College Press, 2005.

*Summary:* This book will help new and veteran teachers develop the knowledge, skills, and confidence needed to successfully address racial controversies in their classrooms. The author first explains what race and racism mean and why we need to talk about these topics in schools. Then, based on an in-depth study of a high school classroom, she shows what happened when teachers and students talked about race and racism in a history and language arts classroom. Throughout the book she guides teachers in ways to discuss important issues - from civil rights to institutional racism - that will ultimately help teachers and students to change school culture.

*Subjects:* Multicultural education United States; Racism Study and teaching United States; Race relations Study and teaching United States.

370.117 D261

Davis, Bonnie M.

**How to teach students who don't look like you : culturally responsive teaching strategies**

Thousand Oaks, CA: Corwin, 2012.

*Summary:* This book helps all educators: tailor instruction to their own unique student population, reflect on their own cultures and how this shapes their views of the world, cultivate a deeper understanding of race and racism, create culturally responsive instruction, and understand culture and how it affects learning.

*Subjects:* Pluralism (Social sciences); School environment; Minorities Education; Multicultural education.

370.117 R438

Au, Wayne

**Rethinking multicultural education : teaching for racial and cultural justice**

Milwaukee, WI: Rethinking Schools Publication, 2014

*Summary:* This book moves beyond a simplistic focus on heroes and holidays to demonstrate a powerful vision of anti-racist, social justice education. It reclaims multicultural education as part of a larger struggle for justice and against racism, colonization, and cultural oppression in schools and society.

*Subjects:* Social justice; Minorities Education; Discrimination in education; Multicultural education.

370.117 S847

Stevenson, Howard C.

**Promoting racial literacy in schools : differences that make a difference**

New York, NY: Teachers College Press, 2014

*Summary:* This book uncovers how racial stress undermines student achievement. Students, educators, and social service support staff will find workable strategies to improve their racial literacy skills to read, recast, and resolve racially stressful encounters when they happen.

*Subjects:* United States Race relations; Multicultural education; Discrimination in education; Educational equalization.

370.1170973 W 582

Landman, Julie

**White teachers, diverse classrooms : creating inclusive schools, building on students' diversity, and providing true educational equity**

Sterling, VA: Stylus Pub., 2011.

*Summary:* This second edition has been considerably expanded with chapters that illuminate the Asian American, Native American, and Latina/o experience, including that of undocumented students, in our schools. These chapters offer insights into the concerns and issues students bring to the classroom. They also convey the importance for teachers, as they accept difference and develop cultural sensitivity, to see their students as individuals, and avoid generalizations. This need to go beneath the surface is reinforced by a chapter on adopted children, children of mixed race, and "hidden minorities."

*Subjects:* Multiculturalism United States; Teachers, White United States; Multicultural education United States; Race awareness Study and teaching United States; Minorities Education United States.

370.71 M392

Marx, Sherry

**Revealing the invisible : confronting passive racism in teacher education**

New York, NY: Routledge, 2006.

*Summary:* This book examines and confronts the passive and often unconscious racism of White teacher education students, offering a critical tool in the effort to make education more equitable. The author provides a consciousness-raising account of how White teachers must come to recognize their own positions of privilege and work actively to create anti-racist teaching techniques and learning environments for children of colour and children learning English as a second language.

*Subjects:* Teachers' Training of United States; Multicultural education United States; Racism in education United States; Race awareness United States; Student teachers' Attitudes; Teachers, White Attitudes.

370.89 C346

Castagno, Angelina E.

**Educated in whiteness : good intentions and diversity in schools**

Minneapolis, MN: University of Minnesota Press, 2014.

*Summary:* Whereas most discussions of the education of diverse students focus on the students and families themselves, *Educated in Whiteness* highlights the structural and ideological mechanisms of whiteness. In schools, whiteness remains dominant by strengthening and justifying the status quo while simultaneously preserving a veneer of neutrality, equality, and compassion. Framed by critical race theory and whiteness studies, this book employs concepts like interest convergence, a critique of liberalism, and the possessive investment in whiteness to better understand diversity-related educational policy and practice.

*Subjects:* Racism in education.

370.97122 G787

Carr, Paul and Lund, Darren E.

**The great white north? Exploring whiteness, privilege, and identity in education**

Rotterdam, Netherlands: Sense Publications, 2007.

*Summary:* *The Great White North?* provides a timely and important mode of addressing and examining the contradictions of whiteness, and also challenging its insinuation into the very pores of the Canadian social universe. While the context of the book is distinctly Canadian, there are urgent messages here on race and anti-racism for the international community. Carr and Lund have provided educators with a vibrant contribution to the critical anti-racist literature. This is a book that needs to be put on reading lists across the disciplines!

*Subjects:* Canada Social conditions; Canada Race relations; Anti-racism Canada; Equality Canada; Whites--Race identity Canada; Education Canada History.

371.829 E93

Pollock, Mica

**Everyday antiracism : getting real about race in school**

New York, NY: New Press, 2008

*Summary:* This book describes concrete ways to analyze classroom interactions that may or may not be "racial," deal with racial inequality and "diversity," and teach to high standards across racial lines. Topics range from using racial incidents as teachable moments to valuing students' home worlds, dealing daily with achievement gaps, and helping parents fight ethnic and racial misconceptions about their children. Questions following each essay prompt readers to examine and discuss everyday issues of race and opportunity in their own classrooms and schools.

*Subjects:* Educational equalization; Racism in education.

371.829 L581

Leonardo, Zeus

**Race frameworks : a multidimensional theory of racism and education**

New York, NY: Teacher College Press, 2013.

*Summary:* This is a comprehensive introduction to the main frameworks for thinking about, conducting research on, and teaching about race and racism in education. The author surveys the dominant race theories and, more specifically, focuses on those frameworks that are considered essential to cultivating a critical attitude toward race and racism. The book examines four frameworks: Critical Race Theory (CRT), Marxism, Whiteness Studies, and Cultural Studies. A critique follows each framework in order to analyze its strengths and set its limits.

*Subjects:* Education; Race relations; Critical theory; Racism in education.

371.829 R118

McCarthy, Cameron

**Race, identity and representation in education**

New York, NY: Routledge, 2005.

*Summary:* This stunning new edition retains the book's broad aims, intended audience, and multidisciplinary approach. New chapters take into account the more current backdrop of globalization, particularly events such as 9/11, and attendant developments that make a reconsideration of race relations in education quite urgent.

*Subjects:* Educational equalization; Race awareness; Minorities Education; Multicultural education; Education Social aspects; Discrimination in education.

371.82997 B336

Battiste, Marie

**Decolonizing education : nourishing the learning spirit**

Saskatoon, SK: Purich Publishing Ltd., 2013.

*Summary:* The author documents the nature of Eurocentric models of education, and their devastating impacts on Indigenous knowledge. Chronicling the negative consequences of forced assimilation and the failure of current educational policies to bolster the social and economic conditions of Aboriginal populations, Battiste proposes a new model of education. She argues that the preservation of Aboriginal knowledge is an Aboriginal right and a right preserved by the many treaties with First Nations. Current educational policies must undergo substantive reform. Central to this process is the rejection of the racism inherent to colonial systems of education, and the repositioning of Indigenous humanities, sciences, and languages as vital fields of knowledge.

*Subjects:* Native peoples Education Canada; Native peoples Canada Intellectual life; Native peoples Education Government policy Canada.

371.82977 C348

Castellano, Marlene Brant

**From truth to reconciliation : transforming the legacy of residential schools**

Ottawa, ON: Aboriginal Healing Foundation, 2008.

*Summary:* This volume is a collection of papers and brief collections from more than thirty contributors who have worked to create just and inclusive societies in Canada and abroad. The Aboriginal Healing Foundation is honoured to present a distillation of their experience and wisdom to the Truth and Reconciliation Commission as it sets out on its mission to transform the legacy of Indian residential schools.

*Subjects:* Indians of North America Education Canada History; Off-reservation boarding schools Canada History; Native peoples Canada Residential schools History.

371.9089 H323

Harry, Beth

**Why are so many minority students in special education? Understanding race and disability in schools**

New York, NY: Teachers College Press, 2006.

*Summary:* This book examines the disproportionate placement of Black and Hispanic students in special education. The authors present compelling stories representing the range of experiences that culturally and linguistically diverse students are apt to face in school. They examine the children's experiences, their families' interactions with school personnel, the teachers' and schools' estimation of the children and their families, and the school climate that influences decisions about referrals.

*Subjects:* Special education∞ Evaluation; Discrimination in education; Minorities∞ Education; Educational equalization; Children with disabilities∞ Education.

372.1829 E12

Earick, Mary E.

**Racially equitable teaching : beyond the whiteness of professional development for early childhood educators**

New York, NY: Peter Lang, 2009.

*Summary:* Using a critical race theory lens, the book presents outcomes that exist among current professional development paradigms, ideology and public education, specifically looking at how racial ideologies are used as tools to maintain the over-empowerment and privileging of whites. This book provides practical classroom applications for teachers and administrators in an effort to move towards racial authenticity and balance, challenging the current reproduction of white racial hegemony.

*Subjects:* Early childhood education∞ Political aspects∞ United States; Educational equalization; Discrimination in education; Racism in education.

372.66 M835

Craig, David

**More than a play**

Toronto, ON: Elementary Teachers∞Federation of Ontario, 2010.

*Summary:* Exploring equity and current social justice issues such as gender bias, ageism, disability, cyberbullying, racism and heteronormality, each play delves into the complexities of eliminating intolerance and prejudice in our world.

*Subjects:* Children's plays; Canadian.

372.82 B787

Bowman, Susan

**The adventure of Dakota : a friendly wolf who teaches children (grades K-4) lessons about life**

Chapin, SC: Youthlight, 2004.

*Summary:* Uses adventure stories about a wolf, discussion questions, role-plays, activity sheets to teach life lessons. Topics: spreading rumours, dealing with bullying, understanding differences, discovering personal strengths, experiencing grief and loss, resolving conflict, sharing, taking turns, learning about prejudice, fearing the unknown.

*Subjects:* Wolvesô Juvenile literature; Childrenô Conduct of life; Social skillsô Study and teaching (Primary).

373.1829 L263

Landsman, Julie

**A white teacher talks about race**

Lanham, MD: Rowman & Littlefield Education, 2008.

*Summary:* The author speaks honestly about issues of race, poverty, institutional responsibility, and white privilege by engaging the reader in the experiences of a day in the classroom with some of her remarkable students.

*Subjects:* Multicultural educationô United States; Minoritiesô Education (Secondary)ô United States; Race awarenessô United States; Teachers, Whiteô United States.

378.19829 A286

Ahmed, Sara

**On being included : racism and diversity in institutional life**

Durham, UK: Duke University Press, 2012

*Summary:* Argues that a commitment to diversity is frequently substituted for a commitment to actual change. This title traces the work that diversity does, examining how the term is used and the way it serves to make questions about racism seem impertinent.

*Subjects:* Minorities in higher education; Racism in higher education; Education, Higherô Social aspects; Universities and collegesô Sociological aspects; Cultural pluralism.

379.26 D363

Delpit, Lisa D.

**Multiplication is for white people : raising expectations for other people's children**

New York, NY: The New Press, 2012.

*Summary:* Presents a striking picture of the elements of contemporary public education that conspire against the prospects for poor children of color, creating a persistent gap in achievement during the school years that has eluded several decades of reform.

*Subjects:* Students with social disabilitiesô Education; Minoritiesô Education; African American studentsô Education; Educational equalization; Academic achievement.

782.14 G684 OVERSIZE

Gotlib, Alan

**In harmony [kit] : an innovative approach to teaching about prejudice**

Toronto, ON: Alan Gotlib Enterprises, 2005

*Summary:* A musical and a study guide for elementary school children. This play can be performed by students from grade 4 to high school for audiences ranging from kindergarten to grade 6.

*Subjects:* Musicals; Prejudicesô Study and teaching (Elementary); Racismô Study and teaching (Elementary).

791.43 B724

**The book of Negroes [DVD]**

Toronto, ON: BON Productions Inc., 2015.

*Summary:* Based on the book *The Book of Negroes* by Lawrence Hill ; book also released under the title: *Someone knows my name*.

*Subjects:* African American loyalists--Sierra Leone Drama; Women slaves Drama; Historical films; Black loyalists Nova Scotia Drama; Slaves United States Drama; Antislavery movements Great Britain Drama; Video recordings for the hearing impaired; United States History Revolution, 1775-1783 Drama.

808.042 I86

Henderson, Tom

**Discrimination**

Markham, ON: Scholastic Canada Ltd., 2014.

*Summary:* Have you ever felt that someone treated you unfairly because of the way you look? Have you ever treated someone unfairly for the same reason? Discrimination is the act of treating people in an unfair manner just because they are different. It's okay to notice differences. But it's not okay to treat people unfairly because they are different from you. That's discrimination.

*Subjects:* Prejudices; Discrimination; Equality; Minorities; Civil rights.

808.042 I86

Henderson, Tom

**Discrimination. Teacher's guide.**

Markham, ON: Scholastic Canada, Ltd., 2014.

*Summary:* Teacher's guide to aid with teaching.

*Subjects:* Equality; Discrimination; Minorities; Prejudices; Teaching Aids and devices; Civil rights.

813.6 H647

Hill, Lawrence

**The book of Negroes**

Toronto, ON: HarperCollins Publishers, 2007.

*Summary:* Abducted as an 11-year-old child from her village in West Africa and forced to walk for months to the sea in a coffin--a string of slaves-- Aminata Diallo is sent to live as a slave in South Carolina. But years later, she forges her way to freedom, serving the British in the Revolutionary War and registering her name in the historic "Book of Negroes." This book, an actual document, provides a short but immensely revealing record of freed Loyalist slaves who requested permission to leave the US for resettlement in Nova Scotia, only to find that the haven they sought was steeped in an oppression all of its own.

*Subjects:* United States History Revolution, 1775-1783 Fiction; African American loyalists Fiction; African American loyalists Fiction; Antislavery movements Great Britain Fiction; Slavery Fiction.

813.6 S825

Stenhouse, Ted

**Across the steel river**

Toronto, ON: Kids Can Press, 2001

*Summary:* In a 1952 prairie town, two teenage boys discover an Indian war hero left for dead. When the local police turn a blind eye, they take it upon themselves to break the case.

*Subjects:* Siksika Indiansô Juvenile fiction; Racismô Juvenile fiction; Detective and mystery stories.

971 S256

Saul, John Ralston

**A fair country : telling truths about Canada**

Toronto, ON: Penguin Canada, 2009.

*Summary:* In this startlingly original vision of Canada, renowned thinker John Ralston Saul argues that Canada is a Métis nation, heavily influenced and shaped by Aboriginal ideas: Egalitarianism, a proper balance between individual and group, and a penchant for negotiation over violence are all Aboriginal values that Canada absorbed. An obstacle to our progress, Saul argues, is that Canada has an increasingly ineffective elite, a colonial non-intellectual business elite that doesn't believe in Canada. It is critical that we recognize these aspects of the country in order to rethink its future.

*Subjects:* Canadaô Politics and government; Canadaô Social conditions; Elite (Social sciences)ô Canada; Native peoplesô Canadaô Politics and government; National characteristics, Canadian.

971.004956 I61

**Internment and redress : the story of Japanese Canadians : a resource guide for teachers of the intermediate grades social studies 5 and social responsibility**

Victoria, BC: Ministry of Education, 2002.

*Summary:* The goals of the resource books in this series are: to foster historical empathy and a sense of justice regarding the sufferings of others; to develop a historical understanding of some of the significant events in Canada during the Second World War; to encourage meaningful participation in Canada's legal and democratic institutions; to develop an understanding of the physical, emotional and economic hardships endured by Japanese Canadians before, during and after the Second World War; and to teach students to recognize stereotyping, overgeneralization and discrimination.

*Subjects:* Japanese Canadiansô Civil rightsô Historyô Study and teaching (Elementary); World War, 1939-1945ô Reparationsô Study and teaching (Elementary); Japanese Canadiansô Evacuation and relocationô 1942-1945ô Study and teaching (Elementary); Canadaô Race relationsô Study and teaching; Japanese Canadiansô Government policyô Historyô Study and teaching (Elementary).

971.004951 C454

Chan, Arlene

**Righting Canada's wrongs : The Chinese Head Tax and anti-Chinese immigration policies in the twentieth century**

Toronto, ON: James Lorimer & Co., 2014.

*Summary:* Through historical photographs, documents, and first-person narratives from Chinese Canadians who experienced the Head Tax or who were children of Head Tax payers, this book offers a full account of the injustice of this period in Canadian history. It documents how this official racism was confronted and finally acknowledged.

*Subjects:* Chinese Taxation Canada History 20th century Juvenile literature; Chinese Taxation; Emigration and immigration law; Race discrimination Canada History 20th century Juvenile literature.

971.004956 l61

**Internment and redress : the story of Japanese Canadians: a resource guide for teachers of the intermediate grades social studies 5 and social responsibility**

Victoria, BC: Ministry of Education, 2002.

*Summary:* The goals of the resource books in this series are: to foster historical empathy and a sense of justice regarding the sufferings of others; to develop a historical understanding of some of the significant events in Canada during the Second World War; to encourage meaningful participation in Canada's legal and democratic institutions; to develop an understanding of the physical, emotional and economic hardships endured by Japanese Canadians before, during and after the Second World War; and to teach students to recognize stereotyping, overgeneralization and discrimination.

*Subjects:* Japanese Canadians Government policy History Study and teaching (Elementary); Canada Race relations Study and teaching; Japanese Canadians Evacuation and relocation 1942-1945 Study and teaching (Elementary); World War, 1939-1945 Reparations Study and teaching (Elementary); Japanese Canadians Civil rights History Study and teaching (Elementary).

971.004956 H629

Hickman, Pamela

**Righting Canada's wrongs. Japanese Canadian internment in the Second World War**

Toronto, ON: James Lorimer, 2011.

*Summary:* This book uses a wide range of historical photographs, documents, and images of museum artefacts to tell the story of the internment. The impact of these events is underscored by first-person narrative from five Japanese Canadians who were themselves youths at the time their families were forced to move to the camps.

*Subjects:* World War, 1939-1945 Prisoners and prisons, Canadian; Japanese Canadians History 20th century; World War, 1939-1945 Japanese Canadians; Japanese Canadians Evacuation and relocation, 1942-1945.

971.004956 l61

**Internment and redress : the Japanese Canadian experience: a resource for social studies 11 teachers**

Victoria, BC: Ministry of Education, 2002.

*Summary:* This book was developed with a Networks Grant from the Ministry of Education. Many dedicated people from the education and Japanese Canadian communities contributed to its creation.

*Subjects:* Japanese Canadians Government policy History Study and teaching (Secondary); Japanese Canadians Civil rights History Study and teaching (Secondary); Japanese Canadians Evacuation and relocation 1942-1945 Study and teaching (Secondary); Canada Race relations Study and teaching (Secondary); World War, 1939-1945 Reparations Study and teaching (Secondary).

971.00496 B627

**Black history in Canada. Education guide**

Toronto, ON; Historica-Dominion Institute, 2011.

*Summary:* This guide explores seminal events and personalities in Black Canadian history through engaging discussion and interactive activities. The purpose of this guide is to enhance your students' critical awareness and appreciation of the Black Canadian experience.

*Subjects:* Blacks - Canada - Biography; Teaching - Aids and devices; Canada - Race relations.

971.00497 F527

Timpson, Annis May

**First Nations, first thoughts : the impact of Indigenous thought in Canada**

Vancouver, BC: UBC Press, 2009.

*Summary:* A comprehensive argument for decolonization, focusing specifically on the reconciliation of Indigenous thought with a transformed discourse of the Canadian state and with many of the institutions of Canadian society.

*Subjects:* Canada - Civilization - Indian influences; Native peoples - Canada - Politics and government; Native peoples - Canada - History; Native peoples - Canada - Intellectual life.

971.00497 N691

Nahwegahbow, Barb

**Niigaanibatowaad [DVD] = FrontRunners**

Montreal, QC: National Film Board, 2008.

*Summary:* Inspired by the stories of the Aboriginal torch runners for the 1967 Pan American Games, this film is about the segregation of the Aboriginal athletes and the despair and abuse suffered in the residential school system. It is a story of survival, hope, reconciliation and a dream for a new beginning.

*Subjects:* Pan American Games (5th : 1967 : Winnipeg, Man.); Indians of North America - Civil rights - Canada; Indian athletes; Off-reservation boarding schools; Indians of North America - Canada - Residential schools; Discrimination in sports - Canada.

971.200497 D229

Daschuk, James W.

**Clearing the plains : disease, politics of starvation, and the loss of Aboriginal life**

Regina, SK: University of Regina Press, 2013.

*Summary:* The author examines the roles that Old World diseases, climate, and Canadian politics - the politics of ethnocide - played in the deaths and subjugation of thousands of aboriginal people in the realization of Sir John A. Macdonald's National Dream. It was a dream that came at great expense: the present disparity in health and economic well-being between First Nations and non-Native populations, and the lingering racism and misunderstanding that permeates the national consciousness to this day.

*Subjects:* Indians of North America - Health and hygiene - Canada, Western - History; Indians of North America - Canada - Government relations - History; Indians of North America - Diseases - Canada, Western - History; Indians of North America - Canada, Western - History; Canada, Western - Ethnic relations - History; Canada, Western - Colonization - Health aspects - History.

971.230049 s548

Shepard, Bruce R.

**Deemed unsuitable : Blacks from Oklahoma move to the Canadian Prairies in search of equality in the early 20<sup>th</sup> century only to find racism in their new home**

Toronto, ON: Umbrella Press, 1997.

*Summary:* This resource provides an interesting overview of the history of racist attitudes to Black Canadians on the prairies in the late 1890s and early 1900s. Through a discussion of the experiences of African American immigrants to the prairies in the early 1900s, the book provides a context for understanding the social and financial barriers faced by the Black community in rural Saskatchewan.

*Subjects:* Prairie Provinces<sup>ô</sup> Ethnic relations<sup>ô</sup> History<sup>ô</sup> 20th century; Prairie Provinces<sup>ô</sup> Emigration and immigration<sup>ô</sup> History<sup>ô</sup> 20th century; Blacks<sup>ô</sup> Prairie Provinces<sup>ô</sup> History<sup>ô</sup> 20th century; Racism<sup>ô</sup> Prairie Provinces<sup>ô</sup> History<sup>ô</sup> 20th century; African Americans<sup>ô</sup> Oklahoma<sup>ô</sup> History<sup>ô</sup> 20th century.

971.6 W282

Warner, Jody Nyasha

**Viola Desmond won't be budged**

Toronto, ON: Groundwood Books/House of Anansi Press, 2010

*Summary:* In 1946, Viola Desmond bought a movie ticket at the Roseland Theatre in Nova Scotia. After settling into a main floor seat, an usher came by and told her to move because her ticket was only good for the balcony. She offered to pay the difference in price but was refused: "You people have to sit in the upstairs section." Viola refused to move. She was hauled off to jail, but her actions gave strength and inspiration to Canada's black community

*Subjects:* Desmond, Viola, 1914-1965<sup>ô</sup> Juvenile literature; Race discrimination<sup>ô</sup> Nova Scotia<sup>ô</sup> History<sup>ô</sup> Juvenile literature; Civil rights<sup>ô</sup> Nova Scotia<sup>ô</sup> History<sup>ô</sup> Juvenile literature; Black Canadians<sup>ô</sup> Nova Scotia<sup>ô</sup> Biography<sup>ô</sup> Juvenile literature.

THESES BUR

Burrows, Tana A.

**Problematizing racialism : exploring the complexities of racialization and the structuring forces of whiteness in the lived experience**

Regina, SK: University of Regina, 2013.

*Summary:* A thesis written based on racism in education.

*Subjects:* Education; Racism in education.

**Information File Materials**

Numerous articles are available for borrowing from the following files:

Allies

Anti-Oppressive Education

Anti-Racism Education

Prejudice

Racism

### A Sampling of Articles

Carpenter, B. W. & Diem, S. (2013). Talking race: Facilitating critical conversations in educational leadership preparation programs. *Journal of School Leadership*, 23(6), 902-931.

Carroll, S. (2014). The construction and perpetuation of whiteness. *Journal of Unschooling and Alternative Learning*, 8(15), 92-116.

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Denevi, E. & Pastan, N. (2006). Helping whites develop anti-racist identities: Overcoming their resistance to fighting racism. *Multicultural Education*, 14(2), 70-73.

Doucet, F. & Adair, J. K. (2013). Addressing race and inequity in the classroom: Preschool through primary grades. *Young Children*, 68(5), 88-97.

Flynn, J. E. (2012). Critical pedagogy with the oppressed and the oppressors. *Middle Grades Research Journal*, 7(2), 95-110.

Klassen, T. R. & Carr, P. R. (1997). Different perceptions of race in education: Racial minority and white teachers. *Canadian Journal of Education*, 22(1), 67-81.

Kohli, R. (2008). Breaking the cycle of racism in the classroom: Critical race reflections from future teachers of color. *Teacher Education Quarterly*, 35(4), 177-188.

Lazar, A. M. & Rachko, C. (2012). Addressing structural racism in picture books: Advancing teacher development through critical literacy. *Journal of Reading Education*, 38(1), 10-16.

Riley, T. & Ungerleider, C. (2012). Self-fulfilling prophecy: How teachers' attributions, expectations, and stereotypes influence the learning opportunities afforded Aboriginal students. *Canadian Journal of Education*, 35(2), 303-333.

Schick, C. (2010). Whatever happened to anti-racist education? *Our Schools, Our Selves*, 19(3), 47-58.

Schick, C. & St. Denis, V. (2005). Troubling national discourses in anti-racist curricular planning. *Canadian Journal of Education*, 28(3), 295-317.

St. Denis, V. (2007). Aboriginal education and anti-racist education: Building alliances across cultural and racial identity. *Canadian Journal of Education*, 30(4), 1068-1092.

Stein, R. (2011). Seeing white through rap: A classroom exercise for examining race using a hip-hop video. *Journal of Political Science Education*, 7, 312-328.