**Race, racism, antiracism, and language & literacy education:**

**SOME suggested resources\***

***Affective dimensions of racism and antiracism:***

Ahmed, S. (2009). Embodying diversity: problems and paradoxes for Black feminists. *Race Ethnicity and Education, 12*(1), 41-52. <http://dx.doi.org/10.1080/13613320802650931>

Bucholtz, M. (2019). The public life of white affects.*Journal of Sociolinguistics, 23*(5), 485-504. doi:

<https://doi-org.ezproxy.library.ubc.ca/10.1111/josl.12392>

DiAngelo, R. (2018). [*White fragility: Why it's so hard for white people to talk about racism*](https://www.penguinrandomhouse.com/books/566247/white-fragility-by-robin-diangelo/). Boston, MA: Beacon Press.

Lorde, A. (1984). [*Sister outsider: Essays and speeches.*](https://www.penguinrandomhouse.com/books/198292/sister-outsider-by-audre-lorde/) Freedom, CA: The Crossing Press.

O'Hearn, C. C. (Ed.). (1998). [*Half and half: Writers on growing up biracial and bicultural.*](https://www.penguinrandomhouse.com/books/123546/half-and-half-by-edited-and-with-an-introduction-by-claudine-c-ohearn/) Pantheon.

Tuck, E., & Yang, K. W. (2014). R-words: Refusing research. In D. Paris & M.T. Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 223-248). London: Sage. doi: <https://dx-doi-org.ezproxy.library.ubc.ca/10.4135/9781544329611>

***Language and race, including linguistic racism:***

Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. Harvard Educational Review, 85(2), 149-171. <https://doi.org/10.17763/0017-8055.85.2.149>

Fought, C. (2006). [*Language and ethnicity*](https://www.cambridge.org/core/books/language-and-ethnicity/15B65DF29D49D92EF8697F4283AADCE7). Cambridge: Cambridge University Press.

Hill, Jane H. (2008). [*The everyday language of white racism.*](https://www.wiley.com/en-ca/The%2BEveryday%2BLanguage%2Bof%2BWhite%2BRacism-p-9781405184533) Malden, MA: Wiley-Blackwell.

Kang, O., & Rubin, D. L. (2009). Reverse linguistic stereotyping: Measuring the effect of listener expectations on speech evaluation. *Journal of Language and Social Psychology*, *28*(4), 441-456. <https://doi.org/10.1177/0261927X09341950>

Kubota, R.(2015). Race and language learning in multicultural Canada: Toward critical antiracism. *Journal of Multilingual and Multicultural Development, 36*, 3–12. <https://doi-org.ezproxy.library.ubc.ca/10.1080/01434632.2014.892497>

Lippi-Green, R. (2012). *English with an Accent: Language, Ideology and Discrimination in*

*the United States, 2nd ed.* New York: Routledge.

Urciuoli, B. (2013). [*Exposing prejudice: Puerto Rican experiences of language, race, and class*](http://www.waveland.com/browse.php?t=622). Long Grove, IL: Waveland Press.

Zentella, A. C. (1996). “The ‘chiquitafication’ of U.S. Latinos and their languages, or: Why we need an anthropolitical linguistics.” In Risako Ide, et al. (eds.), SALSA III:

Proceedings of the third annual Symposium about Language and Society – Austin, Texas

Linguistics Forum 36: 1–18. <https://files.eric.ed.gov/fulltext/ED416671.pdf>

***Racism in K-12 educational settings:***

*Canada:*

Henry, F., &  Tator, C. (2010). [*The Colour of Democracy: Racism in Canadian Society*](https://www.yorku.ca/fhenry/colourofdemocracy.htm), 4th ed. Toronto: Nielson Thomson.

Schroeter, S. & James, C.E. (2015). “We’re here because we’re Black”: the schooling experiences of French-speaking African-Canadian students with refugee backgrounds. *Race Ethnicity and Education, 18*(1), 20-39. DOI: [10.1080/13613324.2014.885419](https://doi-org.ezproxy.library.ubc.ca/10.1080/13613324.2014.885419)

Shin, H. (2015). Everyday racism in Canadian schools: ideologies of language and culture among Korean transnational students in Toronto. *Journal of Multilingual and Multicultural Development, 36*(1), 67-79. DOI: <https://doi.org/10.1080/01434632.2014.892502>

*Beyond Canada:*

Kohli, R., & Solórzano, D. G. (2012). Teachers, please learn our names!: Racial microagressions and the K-12 classroom. *Race Ethnicity and Education*, *15*(4), 441-462. doi: <https://doi.org/10.1080/13613324.2012.674026>

Pollock, M. (2004). [*Colormute: Race talk dilemmas in an American school*](https://press.princeton.edu/books/paperback/9780691123950/colormute)*.* Princeton, NJ: Princeton University Press.

***Racism in higher education settings and academia:***

*Canada:*

Henry, F., Dua, E., James, C. E., Kobayashi, A., Li, P., Ramos, H., & Smith, M. S. (2017). [*The equity myth: Racialization and indigeneity at Canadian universities*](https://www.yorku.ca/fhenry/equitymyth.htm). UBC Press.

Lee, E. (2015). Doing culture, doing race: Everyday discourses of ‘culture’and ‘cultural difference’in the English as a second language classroom. *Journal of Multilingual and Multicultural Development*, *36*(1), 80-93. doi: <https://doi.org/10.1080/01434632.2014.892503>

Marom, L. (2019). Under the cloak of professionalism: covert racism in teacher education. *Race Ethnicity and Education, 22*:3, 319-337. doi: <https://doi.org/10.1080/13613324.2018.1468748>

Mayuzumi, K. (2015). Navigating Orientalism: Asian women faculty in the Canadian academy. *Race Ethnicity and Education 18*.2: 277–296. doi: <https://doi.org/10.1080/13613324.2014.946495>

Sensoy, O. & DiAngelo, R. (2017). “We are all for diversity, but…”: How faculty hiring committees reproduce Whiteness and practical suggestions for how they can change. *Harvard Educational Review, 87*(4), pp. 557-580. doi: <https://doi.org/10.17763/1943-5045-87.4.557>

*Beyond Canada:*

Bonilla-Silva, E. (2002). The linguistics of color blind racism: How to talk nasty about black people without sounding “racist.” Critical Sociology 28(1–2):41–64. doi: [https://doi.org/10.1177%2F08969205020280010501](https://doi.org/10.1177/08969205020280010501)

Griffin, R.A., Ward, L., & Phillips, A. R. (2014). Still flies in buttermilk: Black male faculty, Critical Race Theory, and composite counter storytelling. *International Journal of Qualitative Studies in Education: QSE* 27 (10): 1354–75. doi: <http://dx.doi.org/10.1080/09518398.2013.840403>

Kubota, R. (2019). Confronting epistemological racism, decolonizing scholarly knowledge: Race and gender in applied linguistics. *Applied Linguistics.* <https://academic.oup.com/applij/advance-article/doi/10.1093/applin/amz033/5519375>

Li, G. & Beckett, G.H. (Eds.) (2011). [*"Strangers" of the academy: Asian women scholars in higher education.*](https://styluspub.presswarehouse.com/browse/book/9781579221218/Strangers-of-the-Academy) Sterling, VA: Stylus Publishing.

***Antiracism in K-12 educational settings:***

Bucholtz, M., Casillas, D. I., & Lee, J. S. (Eds.). (2018). [*Feeling it: Language, race, and affect in Latinx youth learning*](https://www.routledge.com/Feeling-It-Language-Race-and-Affect-in-Latinx-Youth-Learning/Bucholtz-Casillas-Lee/p/book/9781138296800). Routledge.

**Henry, A.**(2017). Culturally relevant pedagogies: Possibilities and challenges for African Canadian Children [Special issue: Twenty-year retrospective of culturally relevant pedagogy, G. Ladson-Billings & A. Dixon (Eds.)]. Teachers College Record, 119(1), 1-27. <https://www-tcrecord-org.ezproxy.library.ubc.ca/library>

Paris, D., & Alim, H. S. (Eds.). (2017). [*Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*](https://www.tcpress.com/culturally-sustaining-pedagogies-9780807758335). Teachers College Press.

Ladson‐Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice*, *34*(3), 159-165. <https://www-jstor-org.ezproxy.library.ubc.ca/stable/1476635>

***Antiracism in higher education settings:***

Ahmed, S. (2012). [*On being included: Racism and diversity in institutional life*](https://www.dukeupress.edu/on-being-included). Duke University Press.

Varghese, M., Daniels, J. R., & Park, C. C. (2019). Structuring disruption within university-based teacher education programs: Possibilities and challenges of race-based caucuses. Teachers College Record, 121(6), 1-34. <https://www-tcrecord-org.ezproxy.library.ubc.ca/library>

***Antiracism across social settings:***

Kendi, I. X. (2019). [*How to be an Antiracist*.](https://www.penguinrandomhouse.com/books/564299/how-to-be-an-antiracist-by-ibram-x-kendi/) New York: One World.

Lawrence, B., & Dua, E. (2005). Decolonizing antiracism. *Social justice*, *32*(4 (102), 120-143. <https://www-jstor-org.ezproxy.library.ubc.ca/stable/29768340>

Oluo, I. (2019). [*So you want to talk about race*](https://www.sealpress.com/titles/ijeoma-oluo/so-you-want-to-talk-about-race/9781580056779/). Seal Press.

***Shorter reads:***

White people assume niceness is the answer to racial inequality. It's not. By Robin DiAngelo:

<https://www.theguardian.com/commentisfree/2019/jan/16/racial-inequality-niceness-white-people?CMP=share_btn_fb&fbclid=IwAR2Jb2Z-uTj2NCWg8Z1uuPxOwduAw74fIl2zcEX1gduJiGtsRXj5zx5F6yU>

Public discourse rarely allows for nuance. And see where that's gotten us. By Roxane Gay: <https://www.theguardian.com/books/2018/dec/27/roxane-gay-writer-interview-literary-fiction-reading-diversely>

Avoiding racial equity detours. By Paul Gorski: <http://www.edchange.org/publications/Avoiding-Racial-Equity-Detours-Gorski.pdf>

***Multimodal resources (videos, photos, interactive resources, etc.):***

*Epistemological racism:*

Ryuko Kubota's Abralin talk on epistemological racism and language studies:[**https://www.youtube.com/watch?v=TAaT53YugRQ**](https://www.youtube.com/watch?v=TAaT53YugRQ)

*Linguistic racism:*

Housing: <https://www.youtube.com/watch?v=YXxCYkquRYs> and <https://www.youtube.com/watch?v=HJ778_tsqjs>

John Baugh on the significance of linguistic profiling: <https://www.youtube.com/watch?v=GjFtIg-nLAA>

Okim Kang and reverse linguistic stereotyping (starting at 19:45): <https://www.npr.org/transcripts/636442508?storyId=636442508?storyId=636442508>

A podcast about linguistic discrimination, including several episodes related to Canada: <https://vocalfriespod.com/topics/>

Experience workplace racism first-hand: <http://www.bbc.com/capital/story/20180723-this-film-lets-you-experience-workplace-racism-first-hand?ocid=ww.social.link.facebook>

Images of whiteness: <https://www.theguardian.com/artanddesign/2019/dec/11/images-of-whiteness-photography-photo-essay>

Inverted racial dynamics between white women and women of color: <https://qz.com/1009338/in-a-photo-series-for-o-magazine-racial-dynamics-between-white-women-and-women-of-color-are-flipped/>

***Coronavirus racism and colonialism (short reads & resources from LLED antiracist caucus, April 15, 2020):***

*Harassment, hate crimes, and other incidents of interpersonal racism:*

* + - “Maskaphobia” and:
			* Anti-Asian racism [in Vancouver](https://www.cbc.ca/news/canada/british-columbia/racist-attack-no-frills-covid-19-coronavirus-mask-slur-1.5488923), [elsewhere in Canada](https://www.techtimes.com/articles/248599/20200404/viral-coronavirus-canadian-harasses-asian-woman-for-wearing-a-mask-why-is-racism-rampant-amid-outbreak.htm), [in the US](https://www.aljazeera.com/indepth/opinion/anti-asian-racism-stopped-normalised-200412103717485.html), and [in the UK](https://www.theguardian.com/education/2020/mar/17/chinese-students-flee-uk-after-maskaphobia-triggered-racist-attacks)
			* [Anti-Black racism](https://www.theguardian.com/commentisfree/2020/apr/07/black-men-coronavirus-masks-safety)
			* [Islamophobia against Muslims](https://www.arabnews.com/node/1655056/world) and [non-Muslims](https://medium.com/are-you-okay/coronavirus-or-racism-abe237d63078)
		- [White supremacists encouraging using coronavirus as a bio weapon against racialized people](https://time.com/5817665/coronavirus-conspiracy-theories-white-supremacist-groups/) and [attempting to wipe out Indigenous peoples](https://www.vice.com/en_ca/article/884j4k/calgary-man-charged-with-threatening-to-spread-coronavirus-to-indigenous-people)
		- Online harassment, including Zoombombing in [university classes](https://www.insidehighered.com/news/2020/04/03/zoombombing-isn%E2%80%99t-going-away-and-it-could-get-worse), [dissertation defenses](https://www.insidehighered.com/quicktakes/2020/03/30/dissertation-defense-zoom-interrupted-racist-attack), [cooking classes](https://www.pinknews.co.uk/2020/04/13/zoombombing-chef-cooking-class-zoom-racist-anti-asian-homophobic-coronavirus-j-chong/), and [POC spaces](https://www.theroot.com/black-people-can-t-have-online-conferences-without-faci-1842644957)

*Systemic racism and colonialism:*

* + - [Racial disparities in coronavirus health outcomes](https://www.aljazeera.com/news/2020/04/coronavirus-disproportionately-killing-african-americans-200409231336885.html) are [obscured in Canada because of colourblind data collection](https://www.citynews1130.com/2020/04/07/canadas-colourblind-coronavirus-data-could-leave-officials-blind-to-racial-inequities/)
		- [Social distancing and mobility as forms of privilege](https://wearyourvoicemag.com/coronavirus-colonialism-passports/)
		- [Forced social distancing and segregation](https://www.brookings.edu/blog/the-avenue/2020/03/20/black-americans-were-forced-into-social-distancing-long-before-the-coronavirus/)
		- [Speakers of minority languages often left without news](https://www.theguardian.pe.ca/news/world/language-barriers-social-distancing-mexicos-indigenous-face-coronavirus-433792/) and [equitable access to healthcare](https://www.propublica.org/article/hospitals-have-left-many-covid19-patients-who-dont-speak-english-alone-confused-and-without-proper-care)
		- [Coronavirus is not the ‘great equalizer’](https://www.utoronto.ca/news/coronavirus-not-great-equalizer-race-matters-u-t-expert)
		- [Coronavirus colonialism is catalyzing dispossession of Indigenous lands](https://canadiandimension.com/articles/view/coronavirus-colonialism-how-crisis-is-catalyzing-dispossession)
		- [Could the pandemic have been avoided if the world had listened to Indigenous leaders?](https://www.ipsnews.net/2020/03/coronavirus-pandemic-avoided-world-listened-indigenous-leaders/)
		- [The Anthropocene and the opportunity to right historical wrongs](https://theecologist.org/2020/mar/27/coronavirus-and-crisis-anthropocene)
		- [Citizenship, borders, and immigration in Canada](https://theconversation.com/coronavirus-racism-and-the-long-term-impacts-of-emergency-measures-in-canada-134110)

*Antiracism and coronavirus:*

* + - Activists’ responses: [CCNCSJ’s Stop the Spread campaign](https://www.stopthespread.ca/); social media hastags (including #CoronaRacism, #WashTheHate, #RacismIsAVirus, #IAmNotCOVID19, #becool2asians)
		- Artists’ responses: [Canadian movie *Corona*](https://dailyhive.com/vancouver/new-movie-corona-discrimination-racism)
		- Scholars’ responses: [teaching about](https://docs.google.com/document/d/1-DLnAY5r-f4DRLZgndR_Bu47nqHVtAOKem5QRmbz7bg/edit) [“yellow peril”](https://www.insidehighered.com/news/2020/04/02/scholars-confront-coronavirus-related-racism-classroom-research-and-community); [BC resources wiki](https://wiki.ubc.ca/Documentation%3ACOVID-19_Resources%3A_BC_Post-Secondary_Sector)
		- University responses: [UBC Equity & Inclusion](https://equity.ubc.ca/news-and-stories/equity-and-inclusion-office-response-to-covid-19/); [Wilfrid Laurier University](https://www.wlu.ca/coronavirus/news/2020/feb/laurier-condemns-racism-and-offers-support-to-those-who-experience-it.html); [CU Boulder Ethnic Studies](https://www.colorado.edu/ethnicstudies/2020/03/02/des-statement-about-anti-asian-harassment-and-covid-19novel-coronavirus); [Columbia School of Social Work](https://socialwork.columbia.edu/cssw-covid-19-news/addressing-anti-asian-racism-future-community-dialogues/)
		- [Bystander training](https://www.ihollaback.org/bystander-resources/) [and tips](https://www.tolerance.org/magazine/how-to-respond-to-coronavirus-racism)
		- [Tips for parents and caregivers](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/countering-covid-19-%28coronavirus%29-stigma-and-racism-tips-for-parents-and-caregivers)
		- [Report an incident](http://www.asianpacificpolicyandplanningcouncil.org/stop-aapi-hate/)

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