Equity, Diversity, Inclusion, Indigenization, and Decolonization Toolkit: A Resource Guide for University of Alberta Arts Instructors, Students and Staff

Videos:

"Equity Panel 5: Crossroads: Race and Gender in the Canadian Academy: Searching for Equity

"Putting Feelings into Words: Racism and Well-being in Universities" by Professor Shirley Anne Tate, CRC at the University of Alberta [35 minutes]

"What I Wish my professor knew" (Video from Stanford's student-run First-Generation and/or Low-Income Partnership (FLIP))

"The N-Word in the Classroom"

The Skin We're In – by Desmond Cole

"Ask Me": What LGTBQ Students want their professors to know

Resources for the Classroom

Women's Classical Caucus: Reflective Pedagogy in the College Classroom Module 2: Equitable Teaching. Part of a super good pedagogy series, this module focuses on the Hidden Curriculum and Universal Design. Good for all sorts of equity issues in the classroom: https://sites.google.com/view/reflective-pedagogy/home

"Ask Me": What LGTBQ Students want their professors to know

"The N-Word in the Classroom"

"What I Wish my professor knew" (Video from Stanford's student-run First-Generation and/or Low-Income Partnership (FLIP))

University of Alberta Offices, Policies, and Materials

★ University of Alberta portal for Equity, Diversity, and Inclusivity https://www.ualberta.ca/equity-diversity-inclusivity/index.html

★Strategic Plan for EDI https://www.ualberta.ca/equity-diversity-inclusivity/about/strategic-plan-f or-edi/index.html

★ Arts Committee on Equity, Diversity, and Inclusion (CEDI) https://www.ualberta.ca/arts/about/arts-edi/members.html

★ Arts Working Group for Indigenous Initiatives (AWGII) https://www.ualberta.ca/arts/about/arts-indigenous-initiatives/arts-working-grou p-on-indigenous-initiatives.html

★ Office of Safe Disclosure and Human Rights https://www.ualberta.ca/vice-president-finance/office-of-safe-disclosure-human-ri ghts/safe-disclosure.html

★ Office of the Vice-Provost (Indigenous Programming and Research) https://www.ualberta.ca/provost/portfolio/indigenous-initiatives/index.html

★ University of Alberta Policies:
Discrimination, Harassment and Duty to Accommodate Ethical Conduct and Safe Disclosure
Sexual Violence Policy
Code of Student Behaviour

Department of History, Classics, and Religious Studies Policies and Materials

Department Statement of Principles in Relation to Sexual Violence (available on the Department eClass page)

Online Training Resources for Students and Instructors

★ Canada Research Chair Unconscious Bias Training Module https://www.chairs-chaires.gc.ca/program-programme/equity-equite/bias/module -eng.aspx?pedisable=false

★ Gender-based Analysis Plus (GBA+) Training Module and Microlearning Videos (Government of Canada) https://women-gender-equality.canada.ca/en/gender-based-analysis-plus.html

★ Academic Impressions Courses
"DEI Foundations: Intersectionality in Higher Education"
Other EDI and antiracism resources on Academic Impressions curated the "Diversity, Equity, and Inclusion" page
   *To take the course or access resources, you will first have to create an account using your ualberta ccid

★ Bystander Intervention training https://www.ihollaback.org/bystanderintervention/

Antiracism Resources

Scaffolded Anti-Racist Resources
https://docs.google.com/document/u/1/d/1PrAq4iBNb4nVIcTsLcNlW8zjaQXBLkWayL8EaPlh0bc/mobilebasic

The White Ally Toolkit Workbook
https://projects.iq.harvard.edu/files/antiracismresources/files/whiteallytoolkitworkbook-advancededition.pdf

★ Important critiques of and notes on white allyship:
- https://www.whiteallytoolkit.com/news/2020/6/3/message-to-white-allies-from-a-black-anti-racism-expert-youre-doing-it-wrong

- https://www.theguardian.com/commentisfree/2020/jun/29/white-people-ally-black-people-sacrifice

- https://nonprofitquarterly.org/unpacking-the-false-allyship-of-white-racial-justice-leaders/

- https://educationpost.org/educators-who-consider-themselves-white-allies-are-dangerous-when-it-comes-to-developing-anti-racist-classrooms/

- Rachel McKinnon, "Allies' Behaving Badly: Gaslighting as Epistemic Injustice"
(in: *The Routledge Handbook of Epistemic Injustice*, 2017)

Students for Anti-Racist Action, Western Washington University, "Meeting Guidelines" for anti-racist meetings and conferences
https://wp.wwu.edu/sara/meeting-guidelines/

Resources for challenging Anti-Asian Violence (primarily US-specific)
https://anti-asianviolenceresources.carrd.co

Canada specific reading:
https://theconversation.com/as-asian-canadian-scholars-we-must-stopasianhate-by-fighting-all-forms-of-racism-157743

DiAngelo, Angela J. *White Fragility: Why It's So Hard for White People to Talk About Racism*. Boston: Beacon Press, 2018.

Hamilton, Rosalind, *Black Racialization and Resistance at an Elite University.* Toronto: University of Toronto Press, 2020.

Maynard, Robyn. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax: Fernwood Publishing, 2017.

Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada. 2015.

Fraser, Crystal and Sara Komarnisky, "150 Acts of Reconciliation for Canada's 150th," Active History.

Benson, Buster. Cognitive Bias Cheat Sheet: Because Thinking is Hard. Betterhumans.pub, August 2016. Useful for self-examination and student exercises.

Okun, Tema, The Characteristics of White Supremacy

More instances of anti-Asian racism were reported per capita in Canada than in the United States. Report with the Canadian International Council (Fu and Dirks)

project 1907: Spaces for diasporic Asians to understand our histories, explore our identities, examine our privileges and reclaim our power

Readings Related to History, Classics, and Religious Studies

Bond, Sarah. "Whitewashing Ancient Statues: Whiteness, Racism And Color In The Ancient World." Forbes.com (April 27, 2017)

Cardinal, Harold. *The Unjust Society.* Vancouver: Douglas & McIntyre, 1999 [1969].

Este, David, C. "Black Canadian Historical Writing, 1970-2006," *Journal of Black Studies* 38, no. 3 (2008): 388-406.

July 5 2021 CBC Manitoba interview with Classics professor Melissa Funke (and others, including soundbites from Palliser and a lengthier discussion with Wab Kinew) on classicizing statues, *damnatio memoriae*, and what to do with public representation of colonial figureheads and Indigenous people in this moment. (8:27)

Cutrara, Samantha. "If you're not doing history to make change, what the f— are you doing it for?" *ActiveHistory.ca* (June 5, 2020).

Eidolon in the Classroom: student-directed resources on Classics and Racism.

Kennedy, Rebecca Futo. Classics at the Intersections. Rich blog and link mine in particular for thinking about race, ethnicity, and immigration in antiquity. Teaching resources here.

McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack," *Peace/Freedom* (July/August 1989).

Katherine Harloe, "Detoxifying Classics," BBC Sounds, June 22 2021. https://www.bbc.co.uk/sounds/play/m000x72t. Summary: "Why are white nationalists and the far right so fond of Ancient Greece and Rome? Katherine Harloe, Professor of Classics and Intellectual History at the University of Reading, looks at the ways in which the classical world is both used to lend respectability to the politics of hate, and distorted to give the false impression that it was an all-white space. But this is not just a modern problem - from British colonial India to fascist Italy, Katherine delves into the last 300 years of history to explain how the ancient world and white supremacy became entwined, and asks what classicists today can do about it." General audience, 28 minutes.

McCarter, Stephanie and Jia Tolentino. The Brutality of Ovid: A conversation on sex, violence, and power in the Metamorphoses. Lapham's Quarterly, September 2019. Undergraduate level and general audience.

Libatique, Daniel. Object-ifying Language. *Eidolon*, August 2020. How verbal voice in a Greek or Latin language classroom can support or interrogate power structures.

Pharos: Doing Justice to the Classics (collaborative website aimed at countering appropriation of Classics by hate groups, and more, useful for undergraduates and instructors alike): https://pharos.vassarspaces.net/

Scullin, Sarah. Making a Monster. *Eidolon*, March 2016. Thinking about what to do when a scholar is a Very Bad Person. Undergraduate level, but useful for instructors thinking about material to assign and how to manage bad actors whose work is enmeshed in the scholarship.

Sententiae Antiquae blog (sententiaeantiquae.com - writes essays and short pieces, and also tweets a lot) has tons of useful links in the sidebar. One good piece: Antiquity for Everyone: How Classics is Misappropriated for Evil Ends, February 2017.

Young, Steven, "LOVE THE SCHOLARSHIP BUT HATE THE SCHOLAR'S SIN?: 'HIMPATHY' FOR AN ACADEMIC PEDOPHILE ENABLES A CULTURE OF ABUSE," *Religion Dispatches*, June 2020. Link here. This is an interesting take on the problem of what to do with work by badly-behaving scholars. Undergrad and above.

Gender/Sexuality/LGTBQI2S+

Bedera, Nicole. "Beyond Trigger Warnings: A Survivor-Centered Approach to Teaching on Sexual Violence and Avoiding Institutional Betrayal." *Teaching Sociology*, Vol 49, Issue 3, 2021. Link here.
Haagsma, Margriet. Link here to a seminar slideset she did on Pseudarchaeology, Classics, Racism and Greco Roman Masculinity. (Winter 2021).
Anon, from Pharos: "The Proud Boys and Greco-Roman Masculinity" (Oct 1 2020): "Violent ideals of masculinity that are grounded in admiration for antiquity provide part of the foundation of the ideology of some of [Trump's] most extreme, and dangerous, supporters."
McCarter, Stephanie and Jia Tolentino. The Brutality of Ovid: A conversation on sex, violence, and power in the Metamorphoses. Lapham's Quarterly, September 2019.
"Ask Me": What LGTBQ Students want their professors to know https://www.youtube.com/watch?v=rnbnF8QAnsY

Precarity and Employment
Flaherty, Colleen, "Next-Level Precarity," Inside Higher-Ed, April 10, 2020.

Precarious Historical Instructors' Manifesto, *Active History*, February 20, 2020.

Readings related to Post-Secondary:
Underrepresented & Underpaid: Diversity & Equity Among Canada's Post-Secondary Education Teachers. CAUT 2018. https://www.caut.ca/sites/default/files/caut_equity_report_2018-04final.pdf

Smith, Malinda et al. (2017) *The Equity Myth: Racialization and Indigeneity at Canadian Universities*. UBC Press. (available as ebook through UAlberta library: https://search.library.ualberta.ca/catalog/7904355)

Smith, Malinda, ed. *Transforming the Academy: Essays on Indigenous education, Knowledges and Relations.* Edmonton: University of Alberta, 2013.

Abdulle, Ayan, Anne Nelun Obeyesekere, George J. Sefa Dei. (2017) *New Framings on Anti-Racism and Resistance: Volume 1 – Anti-Racism and Transgressive Pedagogies*. Rotterdam, The Netherlands: Brill | Sense. (available as ebook through UAlberta library: https://login.ezproxy.library.ualberta.ca/login?url=https://search.ebscohost.com/login.asp x?direct=true&db=e000xna&AN=1533087&site=ehost-live&scope=site

Barnett, Pamela E (2013). Unpacking Teachers' Invisible Knapsacks: Social Identity and Privilege in Higher Education, *Liberal Education* 99(3). https://www.aacu.org/publications-research/periodicals/unpacking-teachers-invisible-kn apsacks-social-identity-and

Chatterjee, S. (2019). Immigration, anti-racism, and Indigenous self-determination: towards a comprehensive analysis of the contemporary settler colonial. *Social Identities*, *25*(5), 644-661. https://login.ezproxy.library.ualberta.ca/login?url=https://search.ebscohost.com/login.asp x?direct=true&db=a9h&AN=137109375&site=ehost-live&scope=site

Claeys-Kulikand, Anna-Lena and Thomas Ekman Jørgensen, editors. (2018) *Universities' Strategies and Approaches towards Diversity, Equity and Inclusion: Examples from across Europe*. European University Association. https://eua.eu/downloads/publications/universities-39-strategies-and-approaches-towar ds-diversity-equity-and-inclusion.pdf

Cole, Courtney E. (2017) Culturally sustaining pedagogy in higher education: teaching so that Black Lives Matter. *Equity, Diversity and Inclusion*. https://www.emerald.com/insight/content/doi/10.1108/EDI-01-2017-0005/full/html

Decolonizing the University. *Academic Matters* Spring 2019. https://academicmatters.ca/print-issues/decolonizing-the-university-in-an-era-of-truth-a nd-reconciliation/

Dua, E. (2008). Thinking through anti-racism and Indigeneity in Canada. *The Ardent Review*, *1*(1), 31-35.

Dua, Enakshi and Bhanji, Nael. "Exploring the Potential of Data Collected Under the Federal Contractors Programme to Construct. A National Picture of Visible Minority and Aboriginal Faculty in Canadian Universities." Canadian Ethnic Studies 44:2 (2012): 49-74.

Eisenkraft, Harriet. (2010) Racism in the Academy. *University Affairs.*

Fujiwara, Aya. (2020) How can universities contribute to anti-racist education?
- https://www.ualberta.ca/arts/faculty-news/2020/august/commentary-how-can-universit ies-contribute-to-anti-racist-education.html

Gaudry, A., & Lorenz, D. (2018). Indigenization as inclusion, reconciliation, and decolonization: Navigating the different visions for indigenizing the Canadian academy. *AlterNative: An International Journal of Indigenous Peoples*, *14*(3), 218–227.

Hartwell, E. E., Cole, K., Donovan, S. K., Greene, R. L., Storms, S. L. B., & Williams, T. (2017). Breaking down silos: Teaching for equity, diversity, and inclusion across disciplines. *Humboldt Journal of Social Relations*, 39, 143-162. https://www-jstor-org.login.ezproxy.library.ualberta.ca/stable/90007877

Henry, Frances and Tator Carol, eds., *Racism in Canadian Universities: Demanding Social Justice, Inclusion and Equity*. University of Toronto Press, 2009.

Henry, Frances. *Systemic Racism Towards Faculty of Colour and Aboriginal Faculty at Queen's University: Report on the 2003 study.* Queen's Senate Educational Equity Committee, April 2004.

Henry, Frances and Tator Carol. "Interviews with Racialized Faculty Member in Canadian Universities." *Canadian Ethnic Studies* 44: 2 (2012): 75-99.

Maraj, Louis M. *Black or Right: Anti-Racist Campus Rhetorics.* Boulder, CO: University of Colorado Press, 2020.

Hoffman, G. D., & Mitchell, T. D. (2016). Making diversity "everyone's business": A discourse analysis of institutional responses to student activism for equity and inclusion. *Journal of Diversity in Higher Education*, 9(3), 277. http://ovidsp.dc2.ovid.com.login.ezproxy.library.ualberta.ca/ovid-a/ovidweb.cgi?&S=ILCGFPFCGOEBGNIBIPAKJEPEHMKMAA00&Link+Set=jb.search.27%7c1%7csl_10&Counter5=TOC_article%7c01369758-201609000-00007%7cyrovft%7covftdb%7cyrovftr

Hyslop, Katie. "Canadian Universities Have a Racism Problem. We Went Deep into One," *The Tyee* (2021) https://thetyee.ca/News/2021/03/26/Canadian-Universities-Racism-Problem/?utm_source=weekly&utm_medium=email&utm_campaign=290321

Kovach, M. (2009). Being indigenous in the academy: Creating space for indigenous scholars. *First Nations, first thoughts: The impact of indigenous thought in Canada*, 51-73.

Carol E., James. "Welcoming "Visible Minorities': Paradoxes of Equity Hiring in Canadian Universities." 29 April 2011. A blog on the Federation for the Humanities and Social Sciences.

Li, Peter S. "Differences in Employment Income of University Professors." *Canadian Ethnic Studies* 44:2 (Summer 2012): 39-49.

Liu, A. (2011). Unraveling the myth of meritocracy within the context of US higher education. *Higher education*, 62(4), 383-397. https://www-jstor-org.login.ezproxy.library.ualberta.ca/stable/41477874

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- https://login.ezproxy.library.ualberta.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=1594182&site=ehost-live&scope=site)

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Pete, Shauneen. 100 ways to Indigenize and decolonize academic programs and courses.
- https://www.uregina.ca/president/assets/docs/president-docs/indigenization/indigenize-decolonize-university-courses.pdf

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Universities Canada, Equity, Diversity and Inclusion at Canadian Universities: Report on the 2019 Survey.

Women's Classical Caucus: Reflective Pedagogy in the College Classroom Module 2: Equitable Teaching. Part of a super good pedagogy series, this module focuses on the Hidden Curriculum and Universal Design. Good for all sorts of equity issues in the classroom: https://sites.google.com/view/reflective-pedagogy/home

Resource from Other Universities:

University of Alberta No Cops on Campus Collective

Black Liberation Collective UofT Demands

Canadian Federation of Students. *The Final Report of the Task Force on Campus Racism by the Canadian Federation of Students,* 2010.

McGill University Equity Related Policies & Reports

SFU Library: Equity, diversity, and inclusion (EDI) resource guide

UBC Equity and Inclusion Office: resources

Concordia University, Anti-Racist Pedagogy Project

[University of Texas - Austin Diversity Planning Tools for Diversity and Inclusion Committees (with links to UC Berkeley tools)](#)

[University of Toronto Equity & Diversity in Research & Innovation Working Group Report](#)

[UCLA Equity, Diversity and Inclusion—Resources](#)

[Enhancing Department Climate: A Guide for Department Chairs. Women in Science & Engineering Leadership Institute, University of Wisconsin-Madison.](#)

[University of Manchester Diversity Training](#)

[University of York (UK) EDI page](#)

[StudyInternational.com](#)

[Open Letter From UofT Community to defund and abolish Campus Police](#)

[Report on Lord Dalhousie's History on Slavery and Race, September 2019.](#)

[Ryerson University, Office of the Vice-President, Equity & Community Inclusion. *Anti-Black Racism Campus Climate Review Report,* July 2020.](#)

[Stone, Caitlin. "Crossroads: Race and Gender in the Canadian Academy – Searching for Equity. "A Blog on the Federation for the Humanities and Social Sciences," 14 August 2012.](#)

Cotnam, Hallie. ["Black academic offers his take on storm over use of N-word at U of O",](#) CBC, 21 October 2020.