

## FULL LIST: ANTI-RACISM RESOURCE LIST FOR FACULTY

Sept. 28, 2020

Compiled by Members of the Inclusive Excellence Committee

The resources on this list were compiled for **ColoradoSPH faculty** with the following in mind:

- 1) **The need for all faculty to educate themselves about racism in the United States and our roles in a society that is based in white supremacy.** Since their arrival in America, white people have created and maintained racist systems that actively deny resources to Black, Indigenous, and People of Color (BIPOC), perpetuate harmful inequities, and relegate BIPOC to secondary positions in our communities.
- 2) **The need to incorporate diverse voices and discussions of racism into curriculum.** Because our society is grounded in white supremacy, racism is relevant to all public health curriculum. Our goal is to increase the following in **all ColoradoSPH courses**: a) discussion of racism relevant to the subject matter of the course; b) incorporation of the writings and perspectives of authors, researchers, and public health practitioners of color into required course readings; c) when addressing racial issues, the recognition of the strengths, resiliency, and agency of BIPOC; and d) discussion of how racism has impacted health outcomes relevant to the course.
- 3) **The need for faculty to gain comfort and proficiency in discussing and leading discussions of race and racism in class settings.**

### A. Foundational resources

In this section we offer resources for faculty to educate themselves about racism. If you have not already utilized the resources in this section, we recommend that you start here. It is important for us all to have a common understanding of these issues.

The following website, #shutdownacademia, #shutdownSTEM, was developed by scientists and academicians for other scientists and academicians. It compiles many resources for understanding structural racism. The focus is on Black communities, but the concepts can be applied to other communities of color and marginalized populations.

- <https://www.shutdownstem.com/resources>

The following two resources provide an overview of pedagogy and practice to support faculty in teaching and engaging in classroom discussions around racial and economic justice. On the UC Berkeley site, a particularly relevant resource is the “Teaching in Troubled Times” tab.

- <https://americancultures.berkeley.edu/faculty/teaching-resources>
- <https://cft.vanderbilt.edu/guides-sub-pages/teaching-race/>

**B. Other resources to expand knowledge on concepts and topics relevant to an Antiracist academic institution.**

**Topic: Encouraging antiracism and addressing structural racism**

A glossary related to structural racism and terms used to promote racial equity analysis

- 11 Terms You Should Know to Better Understand Structural Racism, July 11, 2016 • Aspen Institute Staff. <https://www.aspeninstitute.org/blog-posts/structural-racism-definition/>

To newer white allies & established allies

- “Start by Doing the Work on You: Ten Tips for the ‘Newly Woke’ to Become Anti-Racist Allies in Academia!! by Jioni A. Lewis, PhD. <https://twitter.com/JioniLewis/status/1278096416368443394/photo/1>

Academics for Black Survival and Wellness

- Join Academics for Black Survival and Wellness: The Rewind and Remix. <https://www.academics4blacklives.com/>

Setting the Agenda for Anti-racism & Naming Racism

- Toward the Science and Practice of Anti-Racism: Launching a National Campaign Against Racism by Camara Jones, PhD. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6092166/>
- “Envisioning Higher Education as Antiracist” by Krishni Metivier <https://www.insidehighered.com/views/2020/07/02/actions-higher-ed-institutions-shouldtake-help-eradicate-racism-opinion?fbclid=IwAR0u-maHqTakhQ6PGnvYBAH2WnrHE4uJA24ST8Aa-r0vEx25hSA2BPblqCI>

Rigorous Standards for Publishing On Racial Health Inequities (recommendations for researchers, journals, & reviewers)

- On Racism: A New Standard For Publishing On Racial Health Inequities by Rhea W. Boyd Edwin G. Lindo Lachelle D. Weeks Monica R. McLemore. <https://www.healthaffairs.org/doi/10.1377/hblog20200630.939347/full/>

Examining the connections between race, racism and health in the United States.

- Race, Racism and Health. by David Williams, PhD, MPH (Robert Wood Johnson Foundation). <https://www.rwjf.org/en/library/collections/racism-and-health.html>

For more extensive shareable anti-racism resources:

- <https://docs.google.com/document/d/1hpub-jkm9cLzJWqZSsETqbE6tZ13Q0UbQz--vQ2avEc/edit>

**Topic: White Privilege and Fragility in Academia**

“Privilege, particularly white or male privilege, is hard to see for those of us who were born with access to power and resources. It is very visible for those to whom privilege was not granted. Furthermore, the subject is extremely difficult to talk about because many white people don’t feel powerful or as if they have privileges others do not. For those of us who are white, one of our privileges is that we see ourselves as individuals, ‘just people,’ part of the human race. White privilege is an institutional (rather than personal) set of benefits granted to those of us who, by

race, resemble the people who dominate the powerful positions in our institutions. One of the primary privileges is that of having greater access to power and resources than people of color do; in other words, purely on the basis of our skin color doors are open to us that are not open to other people.” From Understanding White Privilege by Dr. Francis E. Kendall.

*Resources:*

- “White Fragility” by Robin DiAngelo. [https://www.amazon.com/dp/B07K356517/ref=dp-kindle-redirect? encoding=UTF8&btkr=1](https://www.amazon.com/dp/B07K356517/ref=dp-kindle-redirect?encoding=UTF8&btkr=1)
- How to be an Antiracist by Ibram X. Kendi. <https://www.amazon.com/How-Be-Antiracist-Ibram-Kendi/dp/0525509283>
- White Privilege: Unpacking the Invisible Knapsack. <https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>
- Understanding White Privilege by Francis E. Kendall (2002). <https://www.cpt.org/files/Undoing%20Racism%20-%20Understanding%20White%20Privilege%20-%20Kendall.pdf>
- Why I’m No Longer Talking to White People about Race. <https://www.amazon.com/Longer-Talking-White-People-About-ebook/dp/B06WWPX2YF>
- A comprehensive reading list geared towards white readers. <https://www.charisbooksandmore.com/understanding-and-dismantling-racism-booklist-white-readers>

**Topic: Addressing biases**

What is implicit bias?

- These are “attitudes towards people or associate stereotypes with them without our conscious knowledge” - Perception Institute
- “Also known as implicit social cognition, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control.” - Kirwan Institute for the Study of Race & Ethnicity at Ohio State University
- “Implicit bias refers to the way people unconsciously and sometimes unwillingly exhibit bias towards other individuals and groups.” - Center for Social Inclusion

General information on Implicit Bias:

- Racial Equity Tools
- Perception Institute
- Kirwan Institute for the Study of Race & Ethnicity at Ohio State University
- National Implicit Bias Network

## Implicit bias assessments

- [Implicit Association Test](#) - Project Implicit

## Trainings on Implicit Bias (all free; all on-demand):

- [Connecting the Invisible Dots](#) Rocky Mountain Public Health Training Center: “Dr. Nita Mosby Tyler “connects the dots” between diversity, inclusion, equality and equity to help audiences understand and apply an equity approach to their work. Drawing from her personal and professional experiences, Dr. Mosby Tyler makes relevant the importance of inclusion and equity to creating effective social change. Highlighting how we must develop a process for equity leaders and allies to work together. Topics covered include diversity fatigue, bias, terminology, and social power. For public health practitioners and leaders, this keynote provides thought-provoking coverage of equitable issues and tools to use as you build equity and dismantle systems of inequity. *This is a recording of Dr. Mosby Tyler's keynote from the 2018 Shared Risk and Protective Factors Conference*
- [Addressing Unconscious Bias in our Language](#) - Region 2 Public Health Training Center: “As health professionals, it is critical that we reflect and address unconscious bias in our language, especially when working with patient populations. Dr. Anne Marie Liebel discusses how uttering subtle microaggressions can have a cumulative negative effect on health and wellness. Dr. Liebel presents research on the linkages between microaggressions and health disparities. In particular, microaggressions from healthcare providers can negatively impact patient health related behaviors and utilization of health services. Thus, as we recognize our own microaggressions, Dr. Liebel provides individual and organizational strategies to examine, expand, and alter language to provide more equitable care and services. Learning Objectives:
  - Evaluate your thoughts or behaviors for unconscious bias
  - Explain ways that language use can intentionally or unintentionally contribute to health disparities
  - Describe ways that your organization can work to examine, expand, and alter language regarding patients and clients to provide more equitable care and services
- [Conscious & Unconscious Biases in Health care](#) - National Center for Cultural Competence at Georgetown University: “This course focuses on conscious and unconscious biases in health care and their impact on people who are disproportionately affected by disparities in health and health care. It will offer an array of innovative activities, based on current evidence and best practices, that are intended to diminish the negative impact of biases. Upon completing this course, participants will be able to:
  - Define conscious (explicit) bias and unconscious (implicit) bias;
  - Define health disparities;
  - List four areas in which unconscious bias can adversely impact the health care provided to racially, ethnically, and linguistically diverse patient populations;
  - Cite and describe four seminal studies from the literature on bias that affects health care;

- Describe three strategies, which draw on neuroscience of unconscious bias, that can be used in everyday practice to mitigate the negative effects of bias; and
  - List two strategies that apply cultural competence to address conscious or unconscious bias in patient care.
- Implicit Bias in Public Health Practice - Region V Public Health Training Center: “The field of public health increasingly focuses on health equity and population health outcomes. While systemic factors are major drivers of inequities, what is the role of the individual? This recorded webinar will introduce the idea of implicit bias and how it is relevant to all public health professionals, regardless of discipline or role in an agency. Participants will learn key definitions, examine data showing the implications of implicit bias in public health, and discuss some strategies to prevent it. Ultimately, no matter how well-intended, we all have some biases we can address to improve our positive impact on population health and on each other.” Learning Objectives:
    - Define implicit bias and its relation to public health practice.
    - Reflect on personal and professional biases.
    - Introduce bias busting techniques.
  - Unconscious Bias: Do I Have the Tools to Recognize it and Speak up? - Region IV Public Health Training Center: “Unconscious bias refers to the biases we hold that are not in our conscious control. Research shows that these biases can adversely affect key decisions in the workplace. The session will enable you to work towards reducing the effects of unconscious bias for yourself and within your organisation. Using examples that you will be able to relate to, we help you to explore the link between implicit bias and the impact on the organisation. The overall aim of the session is to provide participants with an understanding of the nature of Unconscious Bias and how it impacts on individual and group attitudes, behaviors and decision-making processes.”
  - Available through CU Skillssoft:
    - Understanding Unconscious Bias - 25 minutes
    - Overcoming Unconscious Bias in the Workplace - 25 minutes
    - Overcoming Your Own Unconscious Bias - 22 minutes
    - Outwitting Your Cognitive Bias - 21 minutes

## **Topic: Inclusive excellence in educational settings**

University of Northern Colorado's STEM library has an inclusive excellence library

- [https://www.unco.edu/nhs/stem-inclusive-excellence-collective/library.aspx?utm\\_campaign=website&utm\\_source=print&utm\\_medium=redirect](https://www.unco.edu/nhs/stem-inclusive-excellence-collective/library.aspx?utm_campaign=website&utm_source=print&utm_medium=redirect)

This blog has some great resources and self-reflection prompts:

- <https://responsiblesexedinstitute.org/rsei-blog/black-lives-need-to-matter-in-sex-education-too/>

You can create an action plan <https://www.shutdownstem.com/your-plan>, or start by evaluating where you are currently and where you want to go:

- <https://americancultures.berkeley.edu/faculty/teaching-resources>
- <https://americancultures.berkeley.edu/ttt>
- <https://twitter.com/karlthefog?lang=en>
- <http://www.ccmountainwest.org/>
- <https://publichealth.berkeley.edu/people/meredith-minkler/>
- <https://publichealth.berkeley.edu/people/rachel-morello-frosch/>
- <https://publichealth.berkeley.edu/people/arthur-reingold/>
- <https://publichealth.berkeley.edu/people/amani-allen/>
- <https://cft.vanderbilt.edu/guides-sub-pages/teaching-race/>
- <https://americancultures.berkeley.edu/community-engagement/aces-student-projects/public-health>

Black Lives Matter: A Commentary on Racism and Public Health

- <https://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2015.302706>
- Adopting an Anti-Racism Public Health Curriculum Competency: The University of Washington Experience. Hagopian A, McGlone West K, Ornelas IJ, Hart AN, Hagedorn J, Spigner C. [Public Health Reports](#) 2018, Vol. 133(4): 507-513

### **Topic: Racialized experiences (historical and contemporary)**

“The concept of racialization refers to the processes by which a group of people is defined by their race. Processes of racialization begin by attributing racial meaning to people's identity and, in particular, as they relate to social structures and institutional systems, such as housing, employment, and education. In societies in which White people have economic, political, and social power, processes of racialization have emerged from the creation of a hierarchy in social structures and systems based on race. The visible effects of processes of racialization are the racial inequalities embedded within social structures and systems.” From The Encyclopedia of Race, Ethnicity, and Society

While racial identities historically have been and continue to be ascribed by dominant groups in society that hold power and privilege, those identities have now become self-ascribed and challenged through counter-narratives. These counter-narratives are critical in helping to inform how, when, where, why, and under what conditions racism operates from the perspective of those experiencing it. This knowledge is critical to building an inclusive and antiracist environment that addresses the challenges that students, staff, and faculty of color face.

#### *Resources:*

- Academics for Black Lives. <https://www.academics4blacklives.com/>
- Black in the Ivory. <https://twitter.com/blackintheivory?lang=en>
- Grollman, E. A. (2017). ‘Playing the Game’ for Black Grad Students. Inside Higher Ed. <https://www.insidehighered.com/advice/2017/02/24/lessons-learned-black-phd-student-essay>
- Koh, H. & Park, J. J. (2017). Health Equity Matters for Asian Americans, Native Hawaiians, and Pacific Islanders. JAMA Forum. <https://jamanetwork.com/channels/health-forum/fullarticle/2760153>
- Lin, S. & Scherz, S. D. (2014). Challenges Facing Asian International Graduate Students in the US: Pedagogical Considerations in Higher Education. Journal of International Students. <https://eric.ed.gov/?id=EJ1054777>
- Minor Feelings, (Cathy Park Hong). <http://www.randomhousebooks.com/books/605371/>
- Neither Wolf Nor Dog, (Kent Nerburn). <https://www.barnesandnoble.com/w/neither-wolf-nor-dog-kent-nerburn/1110895165>
- Nobody: Casualties of America’s War on the Vulnerable, From Ferguson to Flint and Beyond, (Marc Lamont Hill). <https://www.mahoganybooks.com/9781501124969>
- Stamped From the Beginning: the Definitive History of Racist ideas in America, (Ibram X. Kendi). <https://www.ibramxkendi.com/stamped>

- The Heartbeat of Wounded Knee, (David Treuer).  
<https://www.penguinrandomhouse.com/books/316457/the-heartbeat-of-wounded-knee-by-david-treuer/>
- The Warmth of Other Suns, (Isabel Wilkerson).  
<https://www.penguinrandomhouse.com/books/190696/the-warmth-of-other-suns-by-isabel-wilkerson/>

**Topic: Diversity, racial equity and inclusion**

According to the Ford Foundation, the definition of diversity, equity, and inclusion are described as the following:

- Diversity is the representation of all our varied identities and differences (race, ethnicity, gender, disability, sexual orientation, gender identity, national origin, tribe, caste, socio-economic status, thinking and communication styles, etc.), collectively and as individuals.
- Equity seeks to ensure fair treatment, equality of opportunity, and fairness in access to information and resources for all.
- Inclusion builds a culture of belonging by actively inviting the contribution and participation of all people.

From an academic setting, these terms used in combination are tools to achieve racial justice, maximize academic intelligence, diverse perspective to advance the public health field, and a service to the public good.

*Resources:*

- “21 day Racial Equity Habit Building Challenge.” by Dr. Eddie Moore, Jr.  
<https://www.eddiemoorej.com/21daychallenge>
- “A Dozen-Plus Ways You Can Foster Educational Equity” by Viji Sathy, Kelly A. Hogan, Calvin M. Sims, July 2020. <https://www.insidehighered.com/advice/2020/07/01/list-practical-ways-non-black-faculty-members-can-help-dismantle-educational>
- 10 Small Steps for Department Chairs to Foster Inclusion by Ethel L. Mickey, Ember Skye Kanelee, and Joya Misra. [https://www.insidehighered.com/advice/2020/06/05/advice-department-chairs-how-foster-inclusion-among-faculty-opinion?utm\\_source=Inside+Higher+Ed&utm\\_campaign=9f5d573490-DNU\\_2019\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-9f5d573490-199399201&mc\\_cid=9f5d573490&mc\\_eid=4195a41170](https://www.insidehighered.com/advice/2020/06/05/advice-department-chairs-how-foster-inclusion-among-faculty-opinion?utm_source=Inside+Higher+Ed&utm_campaign=9f5d573490-DNU_2019_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-9f5d573490-199399201&mc_cid=9f5d573490&mc_eid=4195a41170)
- Racial equity glossary. <https://www.racialequitytools.org/glossary#racial-equity>
- 11 Terms You Should Know to Better Understand Structural Racism.  
<https://www.aspeninstitute.org/blog-posts/structural-racism-definition/>
- Black Lives Matter: A Commentary on Racism and Public Health.  
<https://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2015.302706>



- Harvard Business Review. <https://hbr.org/2020/06/moving-beyond-diversity-toward-racial-equity>
- Girl Trek - Podcast Daily Black History Bootcamp. <https://www.blackhistorybootcamp.com/>
- Cultural Competence and the African American Experience with Health Care: The Case for Specific Content in CrossCultural Education. [https://www.researchgate.net/publication/6539242\\_Viewpoint\\_Cultural\\_Competence\\_and\\_the\\_African\\_American\\_Experience\\_with\\_Health\\_Care\\_The\\_Case\\_for\\_Specific\\_Content\\_in\\_Cross-Cultural\\_Education](https://www.researchgate.net/publication/6539242_Viewpoint_Cultural_Competence_and_the_African_American_Experience_with_Health_Care_The_Case_for_Specific_Content_in_Cross-Cultural_Education)
- The Center for Public Health Practice webpage health equity training resources. In order to access the resources individuals must register and search health equity at <https://registrations.publichealthpractice.org/>

### **Topic: Decolonizing curriculum**

“The word ‘decolonisation’ was first coined by the German economist Moritz Julius Bonn in the 1930s to describe former colonies that achieved self-governance. .... Decolonisation is now used to talk about restorative justice through cultural, psychological and economic freedom.

In most countries where colonisers remain, Indigenous people still don’t hold significant positions of power or self-determination. These nations are termed ‘settler-colonial’ countries – a term made popular in the 1990s by academic Patrick Wolfe, who said ‘invasion is a structure not an event’ .... True decolonisation seeks to challenge and change White superiority, nationalistic history and ‘truth’.” From Beth Daley at <https://theconversation.com/explainer-what-is-decolonisation-131455>

Introductory article on decolonization

- Colonialism Made the Modern World. Let’s Remake It. New York Times. <https://www.nytimes.com/2020/07/27/opinion/sunday/decolonization-statues.html>

Thread on developing antiracism curricula in public health by Rachel Shelton, PhD

- <https://twitter.com/DrRachelShelton/status/1272526113735139330>

Thread on antiracism in Epidemiology by Ariel Beccia

- <https://twitter.com/arielbeccia/status/1268602152815132672>

*Resources:*

- [https://think.taylorandfrancis.com/special\\_issues/decolonising-higher-education-policy/](https://think.taylorandfrancis.com/special_issues/decolonising-higher-education-policy/)
- Aman, R. (2018). Decolonising Intercultural Education: Colonial Differences, the Geopolitics of Knowledge, and inter-epistemic dialogue. London, Routledge.
- Anderson, E. (2012). Epistemic justice as a virtue of social institutions. *Social Epistemology*, 26(2), 163-173.
- Andreotti, V., Stein, S., Ahenakew, C., & Hunt, D. (2015). Mapping interpretations of decolonization in the context of higher education. *Decolonization: Indigeneity, Education & Society*, 4(1), 21-40.

- Chatterjee, P. (1997). *Our modernity* (No. 1). Rotterdam: Saphis.
- Gyamera, G. O., & Burke, P. J. (2018). Neoliberalism and curriculum in higher education: A post-colonial analyses. *Teaching in Higher Education*, 23(4), 450-467.
- Hayes, A. (2019). *Inclusion, Epistemic Democracy and International Students: The Teaching Excellence Framework and Education Policy*. Springer.
- Hayes, A. & Cheng, J. (forthcoming). Datafication of epistemic equality: advancing understandings of teaching excellence beyond benchmarked performativity. *Teaching in Higher Education*.
- Lockett, K. (2016). Curriculum contestation in a post-colonial context: A view from the South. *Teaching in Higher Education*, 21(4), 415-428.
- Lockett, K. (2019). Gazes in the post-colony: an analysis of African philosophies using Legitimation Code Theory. *Teaching in Higher Education*, 24(2), 197-211.
- Marker, M. (2004). Theories and disciplines as sites of struggle. *Canadian Journal of Native Education*, 28(1 & 2), 102-110.
- Mbembe, A. (2015). *Decolonizing knowledge and the question of the archive*.
- Mignolo, W. (2002). The geopolitics of knowledge and the colonial difference. *The South Atlantic Quarterly*, 101(1), 57-96.
- Mignolo, W. D. (2009). Epistemic disobedience, independent thought and decolonial freedom. *Theory, Culture & Society*, 26(7-8), 159-181.
- Mignolo, W. (2011). *The darker side of western modernity: Global futures, decolonial options*. Durham, Duke University Press.
- Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. *International Sociology*, 15(2), 215-232.
- Spivak, G. C. (1988). Can the subaltern speak?. In Morris, R.C. (Ed) *Can the subaltern speak? Reflections on the history of an idea*, New York, Columbia University Press, (pp. 21-78).
- Stein, S. (2019). Beyond higher education as we know it: Gesturing towards decolonial horizons of possibility. *Studies in Philosophy and Education*, 38(2), 143-161.
- Stein, S., & de Andreotti, V. O. (2016). Decolonization and higher education. In Peters, M. *Encyclopedia of Educational Philosophy and Theory* (pp. 1-6). Springer, Singapore.
- Tuhiwai Smith, L. (1999). *Decolonizing methodologies: Research and Indigenous peoples*. Dunedin: Zed Books.
- Native 360 knowledge. American Indian Removal Act, What does it mean to remove a people? <https://americanindian.si.edu/nk360/removal/pdf/related-facts.pdf>
- Dr. Henry Louis Gate, *Black in Latin America*. Amazon video (4 series)
- Dr. Henry Louis Gate *Black America Since MLK: And Still I Rise* Amazon video (6 series)
- New York Times. 1619 podcast