

GUIDE TO SOCIAL JUSTICE EDUCATION RESOURCES

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Multinational Calendar January-December from the Queen's University Human Rights Office
<http://multiculturalcalendar.com/ecal/index.php?s=c-queen>

Recognizing the need to promote efforts to tackle issues such as poverty, exclusion and unemployment, the United Nations General Assembly has decided to observe 20 February annually – starting in 2009 – as the World Day of Social Justice.

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Ableism

Accessibility for Ontarians with Disabilities

The proposed standard outlines how businesses and organizations may be required to create, provide and receive information and communications in ways that are accessible for people with disabilities.

<http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario>

A National Persons with Disabilities Act/A Disability Related Policy in Canada

This section provides information about the prospect of a National Persons with Disabilities Act in Canada as well as information about similar existing legislation in other countries and in Ontario. There is also information about the major party positions in Canada on National Disability legislation. The resources are organized into five sections with information divided by country (or province) within each of those sections. The five sections are “A National Persons with Disabilities Act in the News,” “Advocacy Organizations,” “National Political Party Positions (Canada),” “Government Sites and Legislation (international).” and “General Info about Disability Legislation World Wide.”

<http://www.disabilitypolicy.ca/resourcesNational.php>

University of Guelph, Centre for Students with Disabilities

To help provide the best possible service to students, staff, faculty and visitors, the University established this accessibility website. This site brings together information relating to disability and access at the University and in the broader community. Learning Disabilities, Attention Deficit Disorders Hearing Disabilities, Vision Disabilities, Physical Disabilities, Medical Disabilities, Acquired Brain Injuries, Psychological/Emotional (Including Aspergers Syndrome). Provides a helpful Tip of The Week.

<http://www.uoguelph.ca/accessibility/>

European Disability Forum/The Representative Organization Of Disabled

Check for *Young and Disabled: Daily Challenges for Equality An EDF Youth Committee publication EDF 06-13 updated in 2009* . Also other publications.

<http://www.edf-feph.org/Page.asp?docid=20837&langue=EN>

Activism

Notes From Canada’s Young Activists : A Generation Stands Up For Change / compiled and edited by Severn Cullis-Suzuki . [Book]

25 modern-day young activists take us through their stories, and what inspires, motivates, and sustains their activism. These Canadian youth have been involved in a variety of projects, including environmental initiatives, native rights, artistic endeavours, and politics.

[Stauffer Library-HN49.C6 N675 2007](#)

Activist Educators : Breaking Past Limits / edited by Catherine Marshall and Amy L. Anderson.[Book]

This text offers a view into the big picture of assertive idealistic professionals' lives by presenting rich qualitative data on the impetus behind educators' activism and the strategies they used to push limits in fighting for a cause. Chapters follow the stories of educator activists as they take on problems in schools, including sexual harassment, sexism, racism, reproductive rights, and GLBT rights. The research contributes to an understanding of professional and personal motivations for educators' activism, ultimately offering a significant contribution to aspiring teachers who need to know that education careers and social justice activist causes need not be mutually exclusive pursuits.

[Education Library – Books LC89 .A5417 2009](#)

Free To Protest : Constituent Power And Street Demonstration / Edited By András Sajó. [Book]

The book covers Assembly, Right of Demonstrations, and Constituent Power. Example of an article The Importance of freedom of Assembly: Three Models of Justification

Lederman Law Library

K3256 .F75 2009

Ageism

Final Report: Canada's Aging Population: Seizing the opportunity

This report is dedicated to the seniors who have not had the support they need as our society has tried to come to terms with monumental societal shifts which have inadvertently shunted them to the sidelines. It is dedicated to seniors who have held onto the hope of a better world in which to age. It is dedicated to the seniors, advocates, caregivers, health care workers, academics and other experts who have devoted their lives and energies to bringing about this better world, who have so generously shared their passion with this Committee.

http://www.parl.gc.ca/common/Committee_SenRep.asp?Language=E&Parl=40&Ses=2&comm_id=600

McKinney v. The University of Guelph [1990] 3 S.C.R. 229

This is the Supreme Court of Canada case that decided that mandatory retirement age for University teachers does not violate equality rights under Section 15 of the Canadian Charter of Freedom and Rights. In doing so the court refined the scope of the Charter as it applies to government bodies as well as the definition of "law" within the ambit of the Charter.

Full Text: <http://scc.lexum.umontreal.ca/en/1990/1990rcs3-229/1990rcs3-229.html>

Case Summary: http://www.hrcr.org/safrica/labor/mckinney_guelph.html

Elder Stereotyping [CBC audio mp3] [5 min 35 s] Aug, 2009

Associate Professor of University of Alberta Sheree Kwong talks about ageism from toddlers. What do very young children believe about older people.

<http://www.cbc.ca/edmonton/media/audio/mp3/2009-08-20-toddlers-ageism.mp3>

Ageism Teaching Module [A university module-can be adapted for Grades 7-12]

These curriculum materials provide a basic introduction to ageism toward older adults. Although it is widely recognized that we live in a youth-oriented society, little attention is paid to the resulting ageism toward older adults or how this affects our personal and professional relationships. Through didactic material, discussion questions, and a series of experiential exercises, these materials help students explore this pervasive phenomenon, including a section on how ageism can be counteracted,

http://74.125.113.132/search?q=cache:dvkn_LJIQfQJ:depts.washington.edu/geroctr/Curriculum3/TeachingModule/AgeismModule.doc+teaching+ageism&cd=1&hl=en&ct=clnk

AntiSemitism

Antisemitism Workshop Using Statements/Lesson Plan/International School for Holocaust Studies [I/S]

The workshop is based on ten statements related to antisemitism. Each statement relates to a different topic and is meant to stimulate discussion on different current issues. The facilitator is given a variety of sources that contain pertinent information on the issues or discussion. The role of the facilitator is to direct the discussion in such a way that each participant will be able to express an opinion. At the same time, the facilitator must ensure that the discussion will touch upon all the aspects of the workshop's issues either by expressing a contrasting opinion to the one raised by the participants or by introducing new information.

http://www1.yadvashem.org/yv/en/education/lesson_plans/antisemitism_workshop.asp

Anti-Semitism In The 21St Century: The Resurgence [Senior]

Within one hour, the documentary, narrated by veteran broadcast journalist Judy Woodruff, covers a lot of territory in a graphic and efficient manner. We are given a capsule history of Jew hatred both in the Christian West and Muslim East, accompanied throughout by horrifying cartoons across the centuries depicting the Jew as "Christ killer," blood sucker, ravisher of virgins and plotter of world domination.

<http://www.twocatstv.com/anti-semitism/> recommend purchase

(Mis-)Understanding Anti-Semitism And Jewish Identity: From Bernard Lazare To Hannah Arendt / By Milen Gotchev Jisso [Queen's Thesis, 2009]

This study examines the responses of European intellectuals since the 1880s to an increasingly virulent and organized anti-Semitism in Europe, and the ways in which they sought to understand the character and origins of the hatred, and to fathom and work out the problems, terms and possibilities for Jewish identity.

<http://library.queensu.ca/> *Web (QSpace) Online

2008 Audit of AntiSemitic Incidents: Patterns of Prejudice in Canada/League of Human Rights of B'nai Brith Canada [32 pgs]

For twenty-seven years, the League for Human Rights of B'nai Brith Canada has documented hate-related incidents against Jews in Canada in its annual *Audit of Antisemitic Incidents*. This study provides an important picture of racism against the Jewish community, as expressed in incidents of harassment, vandalism or violence against individual Jews or community institutions.

<http://www.bnaibrith.ca/publications/audit2008/audit2008.pdf>

<http://www.bnaibrith.ca/>

Books

Social Justice, Peace, And Environmental Education : Transformative Standards / Edited By Julie Andrzejewski, Marta P. Baltodano, Linda Symcox

Challenging education that promotes consumerism, careerism, and corporate profiteering, the authors boldly offer examples of a new paradigm for practicing a transformative critical pedagogy. Rather than just talking about coalition building within and across educational communities, they demonstrate how we might communicate from different vantage points and disciplinary boundaries to create a broader picture of social and eco-justice. *Social Justice, Peace, and Environmental Education* will be required reading for educators and students who want to envision and practice living, acting, and teaching for a better world.

Education Library:1 Copy Temporarily shelved-Reserve (3 hour loan)

LC196 .S63 2009

Notes From Canada's Young Activists : A Generation Stands Up For Change / compiled and edited by Severn Cullis-Suzuki .

25 modern-day young activists take us through their stories, and what inspires, motivates, and sustains their activism. These Canadian youth have been involved in a variety of projects, including environmental initiatives, native rights, artistic endeavours, and politics.

Stauffer Library-HN49.C6 N675 2007

A Twenty-First Century Approach To Teaching Social Justice: Educating For Both Advocacy/Action

This book social justice in terms of the marginalization of groups including women, people of color, queers, working class/poor individuals, and individuals with disabilities. Sixteen original chapters provide new and insightful perspectives on topics ranging from global transgender awareness and action to religious pluralism. Essential reading for anyone concerned about the state of equality in our society, this book will provide undergraduate and graduate students, as well as other readers, with an awareness of various social justice issues and how to develop strategies for social change.

Education & Stauffer Library- HM671 .T83 2009

Just words? : Australian authors writing for justice / edited by Bernadette Brennan I/S

This provocative book features essays by leading Australian writers from across all forms of journalism, and plays to fiction and poetry. The collection of 13 essays will stimulate discussion about how writing can be used to fight injustice and suppression of truth. For example Frank Brennan's essay offers specific incidents where silence has been used by authorities to further their cause, as in the case of invading Aboriginal communities in the Northern Territory.

[Stauffer Library PR9604.6 .J87 2008](#)

Teaching For Diversity And Social Justice / Edited By Maurianne Adams, Lee Anne Bell, Pat Griffin.

This revised second edition provides teachers and facilitators with an accessible pedagogical approach to issues of oppression in classrooms. Building on the groundswell of interest in social justice education, the second edition offers coverage of current issues and controversies while preserving the hands-on format and inclusive content of the original. *The book* presents a well-constructed foundation for engaging the complex and often daunting problems of discrimination and inequality in American society. This book includes a CD-ROM with extensive appendices for participant handouts and facilitator preparation.

[Education Library: 1 copy Temporarily shelved Reserve \(3 hour loan\)](#)

Classism

Bringing Classism into the Race and Gender Picture

What's missing from our understanding of class oppression is an understanding of class oppression as "classism," as a system of social oppression that operates on multiple social levels & that embraces both structures & human ...

[Barone, C. \(1998\). Bringing classism into the race and gender picture. *Race, Gender & Class*, 6\(3\), 5—32.](#)

The Foundations of Classism by Chuck, Barone

<http://users.dickinson.edu/~barone/ClassFoundations.PDF>

Does "Classism" Help US TO Understand Class Oppression?

Since the early 1980s, the concept of classism has appeared more and more frequently in the diversity literature, especially in the work of some intersectional theorists. Since there is no standard definition, classism sometimes refers to a ...

[Pincus, F.L. & Sokoloff, N.J. \(2008\). Does "classism" help us to understand class oppression? *Race, Gender & Class*, 15\(1-2\), 9—23.](#)

Genocide General

Talking About Genocide

This is a site for pupils and students, teacher and parents

Genocide sites listed are: Nambia, Armenia, Ukraine, the Holocaust, Cambodia, Guatemala, Rwanda and Bosnia. Topics are: Begone the Genocide, the Genocide, Witness and Issues. You'll find that war is mentioned a good deal in this resource. That's because war makes genocide possible. Most genocide is committed under cover of war or during the conduct of it. But war is related to genocide for other reasons as well: for people and societies who believe that war is a good way to deal with quarrels, it's easy to go further and believe that war is also a good way to harm and even get rid of other people

<http://www.ppu.org.uk/genocide/>

The Genocide Studies Reader edited by Samuel Totten, Paul R. Bartrop. [Book] [I/S]

This thorough overview of all aspects of the field of genocide studies brings together for the first time classic and contemporary writings from some of the most noted scholars writing on genocide in the fields of genocide studies, political science, history, and sociology. The Reader covers key aspects of a host of complex and thorny issues, such as the definition of genocide, theories of genocide, prevention and intervention, and its denial. This collection of writings is essential reading for anyone who wants to understand this most atrocious form of political violence that has plagued human history.

Stauffer Library HV6322.7 .G4565 2009

Genocide: A Comprehensive Introduction by Jones, Adam [Book] [I/S]

If you spend any time seriously investigating genocide, or even if you only leave this book lying in plain view, it is likely you will have to deal with this question. Underlying it is a tone of distaste and skepticism, perhaps tinged with suspicion. There may be a hint that you are guided by a morbid fixation on the worst of human horrors. How will you respond? Why, indeed, study genocide?

Stauffer Library: HV6322.7 .J64 2006 *Web (Queen's access only) Online: <http://library.queensu.ca/>

Social Scientists' Definitions of Genocide/Institute for the Study of Genocide [I/S]

Social scientists have different definitions of genocide from each other and from the definition in international law (the UN Genocide Convention) following. These differences are both because of the differences between generic concepts and legal definition (legal definitions are more specific), differences in purpose of the definer, and because of the political and group processes involved in drawing up an international convention.

http://www.instituteforthestudyofgenocide.org/references/def_genocide.html

What is Genocide [Grade 6-8]

Using the online resources provided, have students understand, by either a writing assignment or class discussion, what constitutes a genocide, according to the UN Convention on the Prevention and Punishment of the Crime of Genocide, adopted in 1951.

<http://www.pbs.org/teachers/thismonth/genocide/index1.html>

Genocide Armenian

Armenian Genocide 1915-1923, An Interactive Presentation [Multimedia Website]

The site contains extensive information on timelines, photobook, archives, press clippings, cultural genocide, eyewitnesses, Turkish confession, map, recognition and references.

<http://masis.tv/Genocide/main.swf>

Armenian Resource Guide for Teachers [Website]

This website is designed specifically for school teachers, providing resources for teaching about the Armenian Genocide.

<http://www.teachgenocide.org/>

[İnsan hakları ve Ermeni sorunu. [Book]

A Shameful Act : The Armenian Genocide And The Question Of Turkish Responsibility / Taner Akcam ; [Translated By Paul Besseme]

The author has written the definitive book proving the intent of the Ottoman Turks in carrying out the 1915 genocide against the Armenians. "A Shameful Act: The Armenian Genocide and the Question of Turkish Responsibility" makes unique, groundbreaking use of Turkish, European, and American records to finally tell the full story of how and why the Ottoman-Turkish Government attempted to exterminate their Armenian citizens.

Stauffer Library: DS195.5 .A418 2007b

Genocide Bosnian

SREBRENICA/ Netherlands Institute for War Documentation (NIOD) [Report]

In November 1996, the (NIOD) was instructed by the Dutch Government to carry out a study of 'the events prior to, during and after the fall of Srebrenica'. For the purposes of this independent historical analytical research, the Government undertook to do everything in its power to grant the NIOD researchers access to the source material at its disposal. On 10 April 2002, this report was made public with the presentation of the first copy to the Minister of Education, Culture and Science, Loek Hermans, as representative of the Government. Extensive history preceding the conflict: Yugoslavia up till 1991

<http://srebrenica.brightside.nl/srebrenica/>

The World's Most Wanted Man [Website]

The story of indicted Serbian war leader Radovan Karadzic and his role in the atrocities and genocide of the Bosnian war. Site provides information on concentration camps, bringing the war criminal to trial, what turned Bosnia into a killing field, genocide and war crimes, interview, discussion, links, synopsis and transcripts.

<http://www.pbs.org/wgbh/pages/frontline/shows/karadzic/>

Triumph of Evil [DVD]

The documentary shows all stages of the trial Radovan Karadzic from the Prosecutor's Opening Statement to the Trial Chamber Judgment.

Lederman Law Library: KZ1208.K78 T75 2003 DVD

Genocide Cambodia

Coping With Genocide in Cambodia [I/S]

One out of every four Cambodians died under the terrifying rule of the Khmer Rouge. In reference to this genocide, Cambodian prime minister Hun Sen has said, "We should dig a hole and bury the past." Prach Ly, a young Cambodian American living in Los Angeles, disagrees, and he's using his rap music to tell the world what happened in Cambodia so that history won't repeat itself. Site provides The Activist, Extensions, Cross Curricular Activities and ties to Literature.

http://www.pbs.org/frontlineworld/educators/history_cambodia.html

Cambodia Talking About Genocide

Under Pol Pot's leadership, and within days of overthrowing the government, the Khmer Rouge embarked on an organised mission: they ruthlessly imposed an extremist programme to reconstruct Cambodia (now under its Khmer name Kampuchea) on the communist model of Mao's China.

http://www.ppu.org.uk/genocide/g_cambodia.html

Genocide Darfur

Darfur and the International Community [Grades 6-8 & 9-12]

Since 2003, the Darfur region of western Sudan has been the site of killing and displacement that many believe rises to the level of "genocide." The international response, most agree, has been rather muted. This is due in part to the fact that the United Nations in 2005 declined to categorize the crisis as a "genocide." For background on Sudan and the controversy over the role of the international community, have your students review the five website resources, other resources and activities.

<http://www.pbs.org/teachers/thismonth/genocide/index1.html> To find-Scroll down on this site

Darfur: Teaching About the Issues/Oxfam Education [Grade 7-8 & Grades 9-12]

Using the stories of young people caught up in the conflict, this resource helps you to introduce the realities of life in Darfur to students aged 13+.

<http://www.oxfam.org.uk/education/resources/darfur/>

Sudan: The Quick and the Terrible [Website] [Grade 7-8 & Grades 9-12]

Learn about the roots of what many consider to be genocide in the Darfur region of the Sudan.

<http://www.pbs.org/frontlineworld/stories/sudan/>

Genocide Holocaust

Teaching The Holocaust : Educational Dimensions, Principles And Practice [Book]

/ Edited By Ian Davies.

This whole book essential reading for anyone interested teaching about the Holocaust. It is divided into three parts. Part One, "Understanding the Holocaust," contains articles that address the social context of the events, as well as several that identify the key issues in the debates that surround teaching about the Holocaust. The articles in Part Two, "International Overviews," describe approaches to teaching the Holocaust in different cultural contexts. The articles in Part Three, "Case Studies of Teaching and Learning about the Holocaust," describe practical teaching strategies for incorporating Holocaust education into English, history and religion classrooms. As a whole this is a valuable collection which addresses the topic of the Holocaust.

Education Library: D804.33 .T435 2000t

Teaching the Holocaust to Younger Students PBS [Grades 3-5]

Increasingly, educators are incorporating Holocaust studies into younger grades, although many disagree over what specific grade levels are appropriate. You can go to the United States Holocaust memorial Museum at

<http://www.ushmm.org/education/foreducators/> to obtain further information

<http://www.pbs.org/teachers/thismonth/genocide/index1.html>

Memory of the Camps [Senior-Grades 11-12]

Learn about the resurrection of one of the most definitive and unforgettable records of the Holocaust. (Note: The graphic nature of the film "Memory of the Camps" may make it inappropriate for some school audiences.)

<http://www.pbs.org/wgbh/pages/frontline/camp/>

Memory of the Camps [Multimedia Free]

Sixty years ago, in the spring of 1945, Allied forces liberating Europe found evidence of atrocities which have tortured the world's conscience ever since. As the troops entered the German concentration camps, they made a systematic film record of what they saw. Work began in the summer of 1945 on the documentary, but the film was left unfinished.

<http://topdocumentaryfilms.com/memory-of-the-camps/>

A Holocaust Reader / Edited, With Introductions And Notes, By Lucy S. Dawidowicz [Book]

This is a unique sourcebook for documents about the Holocaust. The articles in this collection are contemporary to the Holocaust, with the exception of one document that was written shortly after the war ended. Thus, the documents are primary sources for the historical record and provide insights into the political conditions under which the documents were composed. This is a systematic and comprehensive collection and is a valuable resource for curriculum planning regarding the Holocaust

Stauffer Library D810 .J4 H65 1976

Lessons Of The Holocaust: A Response To The Critics [Journal Article]

This British article responds to three critics who suggest that holocaust education does more harm than good. The reply shows the benefits for students of learning about the holocaust including creating a caring environment, valuing human rights globally and locally, and linking the holocaust to racism and other forms of oppression.

Short, G. (2003) "Lessons of the Holocaust: a response to the critics." *Educational Review*, 55(3), pp. 277—287.

How the Holocaust looks now : international perspectives / edited by Martin L. Davies and Claus-Christian W. Szejnmann. [Book] [I/S]

The book offers a series of essays that explores the historical culture the holocaust has engendered in Europe, Israel, and the USA; the politics of its reception and representation since the 1950s; the motivations for and effectiveness of commemorating it, and the creative and didactic practices it has generated in contemporary literature, art, and thought

Stauffer Library: D804.3 .H698 2007

Genocide Rwanda

Geno Dynamics: Understanding Genocide Through Time and Space [Research/Web Site]

The research was funded by National Science Foundation Title: "Mass Killing and the Oases of Humanity: Understanding Rwandan Genocide and Resistance" by Christian Davenport (University of Maryland) and Allan Stam (Dartmouth College). Extensive information and links.

<http://www.bsos.umd.edu/gvpt/davenport/genodynamics/index.htm>

Rupert Bazambanza [illustrator, activist, and survivor]

of the April 1994 genocide in Rwanda. Born in 1975, Rupert emigrated to Montréal, Canada in 1997 where he received his training at the International Academy of Design. He depicts the genocide in his comic book novel, *Smile Through the Tears*, published in 2004. Today, he battles genocide and crimes against humanity in all their forms through his caricatures and cartoons. [As well, he is available to give lectures featuring his work before conferences, meetings of high school and university classes, and community groups with the goal of educating, encouraging tolerance and fighting against discrimination.

rbazambanza@yahoo.ca

Site of his cartoons <http://migs.concordia.ca/ListofRupertcartoons.htm>

Ghosts of Rwanda/PBS Teacher Centre [I/S]

For classes in Social Studies, Journalism, Language Arts and Current Events; Grade level 9th-12th. Asking students to grapple with an issue as horrible as genocide, is a daunting, wrenching, and, above all, sad challenge. Yet, as the film "Ghosts of Rwanda" shows, while people and governments turned their backs on what was happening in Rwanda in the spring of 1994, some individuals stood up to the horror and acted effectively, often with breathtaking heroism. Students can witness both the depths to which humans can sink and the heights to which they can soar. This guide offers classroom teachers an array of opportunities to teach history and to explore the notion of individual and collective responsibility

<http://www.pbs.org/wgbh/pages/frontline/teach/ghosts/>

<http://freedocumentaries.org/film.php?id=190> Part 1-12 FREE

Shake hands with the devil DVD the journey of Romeo Dallaire [Multimedia]

After ten years of mental torture, reliving the horrors daily and more than once attempting suicide, Roméo Dallaire has poured out his soul in an extraordinary book. *Shake Hands With The Devil* is a cri de coeur. The General pulls no punches in his condemnation of top UN officials, expedient Belgian policy makers and senior members of the Clinton administration who chose to do nothing as Dallaire pleaded for reinforcements and revised rules of engagement. □

[Stauffer Library - Multimedia CollectionDT450.435 .D35 2004 DVD](#)

Homophobia

Apples And Oranges/ [National Film Board Of Canada Videorecording, 2003]

It's Not Cool to be Cruel is the theme song in *Apples and Oranges*, a film that addresses name-calling, homophobia and stereotyping and bullying.

[Education Library - Video Collection - Floor 2HQ76.5 .A66 2003 VHS](#)

A New Look at Homophobia and Heterosexism in Canada by the Canadian Aids Society (CAS) [2003 Report]

In 2002 the United Nations chose “Stigma and Discrimination” as the theme for World AIDS Day and AIDS Awareness activities in 2002/2003. In light of this theme, CAS has chosen to renew its 1991 materials addressing homophobia and heterosexism because of their relevance and the continued effect of homophobia on Canadian community-based AIDS work. The document you hold today represents part of what CAS hopes will be an ongoing discussion of homophobia in Canada.

[http://www.cdnaids.ca/web/repguide.nsf/pages/E597F908B523522C85256E91006F2FCF/\\$file/homophobia%20report_eng.pdf](http://www.cdnaids.ca/web/repguide.nsf/pages/E597F908B523522C85256E91006F2FCF/$file/homophobia%20report_eng.pdf)

Gender, Bullying, And Harassment : Strategies To End Sexism And Homophobia In Schools / Elizabeth J. Meyer ; Foreword By Lyn Mikel Brow [Book]

While there have been countless studies of bullying and harassment in schools, none have examined the key gender issues related to these behaviors. The author offers readers tangible and flexible suggestions to help them positively transform the culture of their school and reduce the incidences of gendered harassment. The text features sections that speak specifically to administrators, teachers, counselors, student leaders, and community and family members.

[Education Library: LC212.82 .M49 2009](#)

Institutions /Organizations/Foundations

The Paulo and Nita Friere International Project for Critical Pedagogy

The Freire Project is dedicated to building an international critical community which works to promote social justice in a variety of cultural contexts. They are committed to conducting and sharing critical research in social, political, and educational locations

<http://www.freireproject.org/>

The Paulo and Nita Friere International Project for Critical Pedagogy Education Site

Teacher Resources page where you will find resources for using critical pedagogy in the classroom. They have recommendations for books to use in class, lesson plans that have been uploaded by teachers committed to using critical pedagogy in their classrooms. You can also share pictures of critical classrooms in action.

<http://www.freireproject.org/content/teacher-resources>

Institute for Global Communications

The Mission of IGC is to advance the work of progressive organizations and individuals for peace, justice, economic opportunity, human rights, democracy and environmental sustainability through strategic use of online technologies.

<http://www.igc.org/>

International Criminal Court (ICC)

The ICC, is governed by the Rome Statute, is the first permanent, treaty based, international criminal court established to help end impunity for the perpetrators of the most serious crimes of concern to the international community.

<http://www.icc-cpi.int/Menus/ICC?lan=en-GB>

Rome Statute of the International Criminal court

It has been 50 years since the United Nations first recognized the need to establish an international criminal court, to prosecute crimes such as genocide. In resolution 260 of 9 December 1948, the General Assembly, "Recognizing that at all periods of history genocide has inflicted great losses on humanity; and being convinced that, in order to liberate mankind from such an odious scourge, international co-operation is required", adopted the Convention on the Prevention and Punishment of the Crime of Genocide. The site contains various bodies i.e. International Criminal Court, documentation and related sites i.e. International Criminal Tribunal for Rwanda.

<http://untreaty.un.org/cod/icc/index.html>

Feminist Majority Foundation

The foundation works for social, political and economic equality for women by using research and education to improve women's lives.

<http://feminist.org/>

The Centre for Social Innovation

This is a dynamic space in downtown Toronto, Canada. Their mission is to spark and support new ideas that are tackling the social, environmental, economic and cultural challenges they face today. They are creating the spaces that social innovation needs to thrive and they are contributing a few of their own ideas along the way!

<http://socialinnovation.ca/>

EcoAmbassadeurs of the World

This is the **first non-profit French-speaking organization** based in the area of Toronto working in the field of the environment. The mission is to promote the development of a sustainable environment by implementing various indoor and outdoor practical and fun activities including public awareness, education and training. The vision is to bring together professionals and volunteers for the protection and preservation of the environment through collaborations and partnerships.

http://www.ecoambassadeurs.org/index_en.htm

Centre for Social Justice

Conducts research, education and advocacy in a bid to narrow the gap in income, wealth and power, and enhance peace and human security. Brings together people from universities and unions, faith groups and community organizations in the pursuit of greater equality and democracy. Supports social movements in the struggle for social justice. Offers a non-partisan perspective on political, social and economic issues.uses creative communications to educate Canadians about public policies. See Publications.

<http://www.socialjustice.org/>

Islam & Islamophobia

A Brief Illustrated Guide to Understanding Islam

This Islamic guide is for non-Muslims who would like to understand Islam, Muslims (Moslems), and the Holy Quran (Koran). It is rich in information, references, bibliography, and illustrations. It has been reviewed and edited by professors. It is brief and simple to read, yet contains scientific knowledge. It contains the whole book, *A Brief Illustrated Guide to Understanding Islam*, and more.

<http://www.islam-guide.com/>

The Re-Mythologization Of Islam And The Arab World In Adam Curtis's *The Power Of Nightmares*
[Khoury-machool, Makram \(2009\). The re-mythologization of islam and the arab world in Adam Curtis's *the power of nightmares*. *Global Media And Communication*, 5\(1\), 35—55.](#)

The Politics of Nightmares

<http://video.google.com/videoplay?docid=2798679275960015727#> FREE ONLINE

The Islamophobia Scale: Instrument Development And Initial Validation [Research Paper]

... toward Muslims and their religion. Although evidence of *Islamophobia* has been documented in a number of poll studies, no psychometrically based, multifaceted measure that focuses exclusively on fear related attitudes and is not confounded with ...

[Lee, S.A., Gibbons, J.A., Thompson, J.M., & Timani, H.S. \(2009\). The Islamophobia scale: instrumental development and initial validation. *International Journal for the Psychology of Religion*, 19\(2\), 92—105.](#)

Unveiled Sentiments: Gendered Islamophobia and Experiences of Veiling among Muslim Girls in a Canadian Islamic School.

The practice of veiling has made Muslim women subject to dual oppressions—racism and Islamophobia—in society at large and patriarchal oppression and sexism from within their communities. Based on a narrative analysis of the politics of veiling in schools and society, the voices of young Muslim women attending a Canadian Islamic school speak to the contested notion of gender identity in Islam.

[Zine, J. \(2006\). Unveiled sentiments: gendered islamophobia and experiences of veiling among muslim girls in a Canadian islamic school. *Equity & Excellence in Education*, 39\(3\), 239—242.](#)

Lesbian, Gay, Bi-Sexual, Transgender, Queer [LGBTQ]

Britain's 'Gay Lit' experiment [CBC-The Current Article, March, 2007]

Children's literature reflects our many modern social trends: single parenthood, divorce, multiculturalism. But there's been a gap in kids' books when it comes to lesbian and gay themes. With a U.K. lesbian baby boom underway — and indeed in countries around the world, including Canada — two-mother families have begun to notice something's missing at school. That's what motivated lesbian mother Anna Wilson to get involved with a group of women committed to change. See Book title *King and King*. [See Below]

<http://www.cbc.ca/news/reportsfromabroad/durham/20070330.html>

King and King / Linda de Haan & Stern Nijland [Book Grades 3-5]

The Queen is ready for retirement and after many hours of nagging, the crown prince, who "never cared much for princesses," finally caves in and agrees to wed in order to ascend the throne. Their search for a suitable bride extends far and wide, but none of the eligible princesses strikes the Prince's fancy, until Princess Madeleine shows up. The Prince is immediately smitten- with her brother, Prince Lee. The wedding is "very special," the Queen settles down on a chaise lounge in the sun, and everyone lives happily ever after. The book does present same-sex marriage as a viable, acceptable way of life within an immediately recognizable narrative form, the fairy tale.

The Gay & Lesbian Video Collection [NFB FREE 9 videos 1994, 601 min 52 s]

This set, which regroups titles produced over various years, consists of nine videos may be used to facilitate discussion about gay and lesbian life.

<http://onf-nfb.gc.ca/eng/collection/film/?id=32004>

John and Michael [NFB FREE 2004, 10 min 28 s Animated]

The film pays homage to two men with Down's syndrome who shared an intimate and profoundly loving relationship that deeply affected the filmmaker. Animated with clay backlit on glass, the film shimmers like stained glass in motion. Narrator Brian Davis, also intellectually challenged, brings the men alive with great sensitivity. The audience shares in the various emotions that infuse their everyday living. Teaching Guides.

<http://www.onf-nfb.gc.ca/eng/collection/film/?id=51642>

The Laramie Project By Moises Kaufman [Electronic Resource]

Research for the *The Laramie Project*, Moisés Kaufman's internationally successful play, began one month after a horrific crime occurred in the city of Laramie, Wyoming on October 1998. Members of Kaufman's theatrical group, Tectonic Theater Project, volunteered to travel with their director from New York City to the wide-open ranges of the West in order to gather in-person interviews from Laramie's populace. The idea was to capture the emotions, reflections, and reactions of the people who were most closely related to the crime—the brutal beating and subsequent death of a young college student.

<http://library.queensu.ca/> *Web (Queen's access only) Online

The Laramie Project By Moises Kaufman [DVD]

University of Wyoming student Matthew Shepard's brutal gay-bashing murder focused national attention as no incident had before on homophobia and related hate crimes. Moises Kaufman's film version of "The Laramie Project" -- a stage play he and New York City's eight-member Tectonic Theater Project derived from hundreds of hours spent interviewing local residents serves as a noble purpose in confronting a large audience with that issue.

[Education Library - Video Collection - Floor 2 PR9333.9.K38 L37 2002 DVD](#)

Going Public With Our Teaching : An Anthology Of Practice [Book]

A collection of work produced by teachers nationwide who have made teacher inquiry and research a focus of their work. The volume addresses key problems of practice across grade levels and diverse contexts, and captures how teachers have come to new understandings about these problems. The collection reflects the diversity of styles and genres in which teachers present their work today, including new forms of representation that use video, audio, and the Internet to make teaching public and broadly accessible.

[Education Library – Books LB1025 .G486 2005](#)

Music

Peace Through Music Playing For Change

Playing for Change is a multimedia movement created to inspire, connect, and bring peace to the world through music. The idea for this project arose from a common belief that music has the power to break down boundaries and overcome distances between people. No matter whether people come from different geographic, political, economic, spiritual or ideological backgrounds, music has the universal power to transcend and unite us as one human race. And with this truth firmly fixed in our minds, they set out to share it with the world.

<http://www.playingforchange.com/>

One Love | Playing For Change | Song Around the World [5 min 8 s]
There Are Other Playing For Change Songs. This was originally recorded by Reggae musician Bob Marley.

<http://www.youtube.com/watch?v=4xjPODksI08>

People At Risk

Minorities At Risk (MAR)

This is a university-based research project that monitors and analyzes the status and conflicts of politically-active communal groups in all countries with a current population of at least 500,000. The project is designed to provide information in a standardized format that aids comparative research and contributes to the understanding of conflicts involving relevant groups.

<http://www.cidcm.umd.edu/mar/>

USA for UNHCR the United Nations Refugee Centre

The UN Refugee Agency - a two-time Nobel Peace Prize winner - provides protection, shelter, emergency food, water, medical care and other life-saving assistance to 32 million people worldwide, who have been forced to flee their homes due to war and persecution. When possible, UNHCR helps refugees and other displaced people return to their homes voluntarily, safely, and with dignity. Education is one of the four pillars of UNHCR's Public Awareness work. Teacher's Corner offers ideas for lesson plans and integrating refugee issues into the classroom as well as a wide range of educational resources. □

<http://www.unrefugees.org/site/c.lfIQKSOWFqG/b.4803603/>

Poetry

I As In Justice by Mary Jo Bang

<http://www.walrusmagazine.com/articles/2009.09-poetry-i-as-in-justice-mary-jo-bang/>

New Collected Poems/ of Stephen Spender ; Edited By Michael Brett

Stauffer Library: PR6037.P47 A17 2004

Prejudice

Disappearing Shanghai [Multimedia]

“Much has been written lately about growing social inequality in China. The country’s social divisions, however, are much more complicated than statistics suggest, involving lots of fine-grained, identity-based prejudices.” (French, 2009). Howard W. French is an associate professor at the Columbia University Graduate School of Journalism, where he began teaching in September 2008. From 1986 to 2008, Howard was a reporter for *The New York Times*, and 18 of those years, from 1990 to 2008, were spent working overseas. Other articles available.

<http://www.howardwfrench.com/>

Handbook Of Prejudice, Stereotyping, And Discrimination / Edited By Todd D. Nelson.

The handbook provides a uniquely comprehensive and scholarly overview of the latest research on prejudice, stereotyping, and discrimination. All chapters are written by eminent prejudice researchers who explore key topics, by presenting an overview of current research and, where appropriate, developing new theory, models, or scales.

Stauffer Library: BF575.P9 H36 2009

Race/Racism

For Anglea [The NFB video is 24 min. 40 sec. and contains a special presentation at the end.]

Teaching guides, also available in French.

A dramatic story of racism and empowerment, inspired by the experience of Rhonda Gordon and her daughter, Angela. A bus ride changed their lives in a way no one could have foreseen. When three boys harass Rhonda and Angela, Rhonda finds the courage and determination to take a unique and powerful stand against ignorance and prejudice. A great discussion starter on racism and its impact.

<http://www.onf-nfb.gc.ca/eng/collection/film/?id=30183>

Minoru: Memory of Exile by Michael Fukushima [NFB 1992, 18 min 45 s] film combines classical animation with archival material.

The bombing of the American naval base at Pearl Harbor thrust 9-year-old Minoru Fukushima into a world of racism so malevolent he would be forced to leave Canada, the land of his birth. Like thousands of other Japanese Canadians, Minoru and his family were branded as an enemy of Canada, dispatched to internment camps in British Columbia and finally deported to Japan. The memories of the father are interspersed with the voice of the son, weaving a tale of a birthright lost and recovered.

<http://nfb.ca/film/Minoru-Memory-of-Exile/>

Racial Stereotypes In The Media [DVD 42 min]

Although demeaning and offensive racial stereotypes were pervasive in popular media of every kind during the 20th century, most observers would agree that the media is much more sensitive to representations of race today. This program examines the relationship between mass media and social constructions of race from political and economic perspectives while looking at the effects media can have on audiences

[Education Library - Video Collection - Floor 2 P94.5.M552 R33 2008 DVD](#)

Talking to Kids about Racial Stereotypes by Media Awareness Network

Racial stereotypes abound on television, and children's programming is no exception. Spotting these stereotypes is often difficult for children; to them, the tomahawk-wielding Indian or the Asian karate expert is a familiar, easily-understood and often funny character. So how do you help children understand these images for what they are – oversimplified, generalizations?

http://www.media-awareness.ca/english/resources/tip_sheets/racial_tip.cfm

Theories Of Race And Racism : A Reader / Edited By Les Back And John Solomos [Book]

The book is invaluable to anyone who wants to quickly acquaint themselves with the latest thinking. As leading theorists and researchers on race and racism, the editors have selected writing from all the major theorists researchers might expect, including some that is now hard to find. Anyone who reads all 42 chapters and seven introductions will undoubtedly gain a sound overview of historical and geographical currents and contestations across a range of disciplines.

[Stauffer Library - Reserve \(3 hour loan\) HT1521 .T473 2009](#)

Race is a Four Letter Word

The director Benjamin strips away the masks and armour of race, of blackness and whiteness, to reveal the vulnerable and human, including that very sex that inspires so much primal envy and dread. This brave film forces us to unmask and to look unflinchingly at our real selves. □

[Education Library - Video Collection - Floor 2](#) [HT1521 .R23548 2006 DVD](#)

[Stauffer Library - Multimedia Collection](#) [HT1521 .R23548 2006 DVD](#)

Religious Oppression

Advocating For The Forgotten Human Right: Article 18 Of The Universal Declaration Of Human Rights – Religious Freedom

attention, however, has been paid to the right to *religious* freedom called by some the forgotten human right delineated in Article 18 of the Declaration. Given increasing *religious* persecution around the world, this represents ...

Hodge, D.R. (2006). Advocating for the forgotten human right: article 18 of the universal declaration of human rights – *religious* freedom. *International Social Work*, 49(4), 431—443.

Me and the Mosque DVD

Many mosques force women to pray behind barriers away from the men, and some mosques do not even permit women to enter the building. When it comes to user-friendliness for women, Canadian mosques run the entire gamut. With original animation, archival footage and deeply personal interviews, *Me and the Mosque* is a smart, self-aware and whimsical story that documents the debates and presents the personalities on all sides of the issue.

Education Library - Video Collection - Floor 2 BP173.4 .M4 2005 DVD

Lederman Law Library BP173.4 .M4 2005 DVD

Special Rapporteur On Freedom Of Religion Or Belief

The Special Rapporteur on freedom of religion or belief is an independent expert appointed by the UN Human Rights Council. The mandate holder has been invited to identify existing and emerging obstacles to the enjoyment of the right to freedom of religion or belief and present recommendations on ways and means to overcome such obstacles.

<http://www2.ohchr.org/english/issues/religion/index.htm>

Freedom of Religion A Historical Perspective -Human Rights in Canada

Is a constitutionally protected right, allowing believers the freedom to assemble and worship without limitation or interference.

<http://www.chrc-ccdp.ca/en/browsesubjects/freedomreligion.asp>

Bill Moyers on Faith and Reason

<http://www.pbs.org/moyers/faithandreason/watch.html>

Rights and Laws/Canadian

Charter of Rights and Freedoms

An overview of and the complete Canadian Charter of Rights and Freedoms

<http://lois.justice.gc.ca/en/charter/index.html>

Charter of Rights and Freedoms

Charter of Rights website with video, audio and the Charter in over 20 languages

<http://www.charterofrights.ca/language.php>

Canadian Human Rights Act

The purpose of this Act is to extend the laws in Canada to give effect within the legislative authority of Parliament, that all individuals should have an opportunity equal with other individuals to make for themselves the lives that they are able and wish to have and to have their needs accommodated, consistent with their duties and obligations as members of society, without being hindered in or prevented from doing so by discriminatory practices based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability or conviction

<http://laws.justice.gc.ca/en/H-6/index.html>

Canadian Human Rights Commission

The Canadian Human Rights Commission administers the Canadian Human Rights Act and is responsible for ensuring compliance with the employment Equity Act Both laws ensure that the principles of equal opportunity and non-discrimination are followed in all areas of federal jurisdiction.

<http://www.chrc-ccdp.ca/default-en.asp>

Rights/Ontario

Ontario's Human Rights Commission

Ontario's Human Rights Code, the first in Canada, was enacted in 1962. The *Code* protects people in Ontario against discrimination in employment, accommodation, goods, services and facilities, and membership in vocational associations and trade unions.

<http://www.ohrc.on.ca/en>

Rights/Universal

The Universal Declaration of Human Rights

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

<http://www.un.org/en/documents/udhr/index.shtml>

Sexism

Sexual Stereotypes In The Media DVD

Assembles a wealth of familiar images from the past and present that clearly illustrate the media's role in stereotyping. Support for the ideas presented is both authoritative and convincing.

[Education Library - Video Collection - Floor 2](#) [P96.S74 S49 2008 DVD](#)

Ambivalent Sexism Inventory (ASI)

Assess your level of sexism. There are A series of statements concerning men and women and their relationships in contemporary society. You are able to indicate the degree to which you agree or disagree with each statement using the scale provided.

<http://www.lawrence.edu/fast/glickp/asi.html>

Sexism

The following links relate to sexism, women's rights, violence toward women, feminism, sexual harassment, gender inequality, and other topics. You may also wish to read more about sexism in the reading room.

<http://www.understandingprejudice.org/links/sexism.htm>

Gender Equality/Canadian International Development Agency (CIDA)

Addresses [What is gender-based discrimination?](#)

<http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/REN-218125542-Q37>

One World

The OneWorld network is governed by the One World International Foundation (OWIF), the guardian of OneWorld's vision - of a world where resources are shared fairly and sustainably, where human rights are nurtured and protected, and where democratic governance structures enable people to shape their own lives. OneWorld is dedicated to working with others to bring about this vision.

<http://oneworld.net/>

Social Justice Peer Reviewed Papers

Special Issue: Civil Society, Democracy And Education (7 articles)

- Civil society, democracy and education
- Some ideas on interrupting the right: On doing critical educational work in conservative times
- Pedagogical power: Lessons from school spaces
- A global conscience collective?: Incorporating gender injustices into global citizenship education
- Power, discourse, and learning global citizenship: A case study of international NGOs and a grassroots movement in the Narmada Valley, India
- Active learning for active citizenship': Democratic citizenship and lifelong learning
- Learning global citizenship?: Exploring connections between the local and the global

[Kiwani, D. & Starkeym H.\(2009\). Special issue: civil society, democracy and education. *Education Citizenship, Democracy and Education*, 4\(2\), 83—175.](#)

A Framework For Thinking About Oppression And Its Change

This paper provides a framework for thinking about oppression and how to overcome it. It considers the value premise underlying the use of the term “oppression.” It then discusses the nature of oppression, the forms it takes, and what keeps it in place. In its final two sections, it focuses on awakening the sense of injustice and the strategies and tactics for overcoming injustice.

[Deutsch, M. \(2006\). A framework for thinking about oppression and its change. *Social Justice Research*, 19\(1\), 7—41.](#)

Carry the Banner Where It Can Be Seen: Small Wins for Social Justice

In this article we address the following questions: How is oppression maintained? What resources enhance human welfare, thereby weakening oppression? and How can the systems of oppression be challenged and interrupted? Our response to the last question is: “Organize on the local level with real allies to effect small wins that encourage political participation.”

[Lott, B. & Webster, K. \(2006\). Carry the banner where it can be seen: small wins for social justice. *Social Justice Research*, 19\(1\), 123—134.](#)

Implicit and Explicit Stereotyping of Adolescents

Although adolescents are commonly assumed to be rebellious, risky and moody, two experiments demonstrate for the first time that these beliefs operate both explicitly and implicitly as stereotypes. Although individual differences in implicit adolescent stereotyping did not predict explicit evaluations of adolescents, stereotypes of adolescents nevertheless influenced explicit evaluations unconsciously and unintentionally.

[Gross, E.F. & Hardin, C.D. \(2007\). Implicit and explicit stereotyping of adolescents. *Social Justice Research*, 20\(2\), 140—160.](#)

Justice Beliefs in School: Distinguishing Ultimate and Immanent Justice

This paper combines two recent developments in just world research: the conception of belief in a just world (BJW) as a resource for coping and well-being in everyday life, and the distinction between two different facets of BJW, namely belief in immanent justice (BIJ) and belief in ultimate justice (BUJ). Moreover, these two aspects are adapted to the school context and educational psychology.

Maes, J, & Kals, E. (2004). Justice beliefs in school: distinguishing ultimate and immanent justice. *Social Justice Research*, 15(3), 227—244.

War & War Crimes

Robes of War [NFB Animate Film] Recommended For Order

War has got inside a woman's very being. Inside her head the soldiers march out, trampling down everything in their path. Like a grieving Madonna, she weeps for son and brother. From her pain and the blood of men killed in battle, an army of women springs up, a powerful column inspired by faith and rebellion. The thirst for justice becomes a thirst for revenge. The woman's body is a weapon, her robes her armour. She who once gave life will deal out death. Michèle Cournoyer's animated film is a visual poem and a meditation on war drawn in her trademark fluid ink on paper style.

<http://films.nfb.ca/robes-of-war/> Official film site

[Education Library:](#)

War Crimes TV (Mature Warning-Review Prior to Showing) [I/S]

This site contains War Crimes.tv - Videos, Analysis, News, Views, Comments, Discussion & Resources on War, War Crimes & War Criminals, Military Balances, Military & Political History, Genocide, Intelligence, Politics, Proliferation, Religion, Think Tanks and all related topics.

<http://warcrimes.tv/index.php>

Rome Statute of the International Criminal Court [I/S]

It has been 50 years since the United Nations first recognized the need to establish an international criminal court, to prosecute crimes such as genocide. In resolution 260 of 9 December 1948, the General Assembly, "Recognizing that at all periods of history genocide has inflicted great losses on humanity; and being convinced that, in order to liberate mankind from such an odious scourge, international co-operation is required", adopted the Convention on the Prevention and Punishment of the Crime of Genocide. The site contains various bodies i.e. International Criminal Court, documentation and related sites i.e. International Criminal Tribunal for Rwanda.

<http://untreaty.un.org/cod/icc/index.html>

Web Sites of Importance

Wiseer Earth: Connecting You To Communities of Action

Human rights are those basic rights that belong to people because they are human beings, regardless of their nationality, race, ethnicity, gender, or religion, and without which people cannot live in dignity. The human rights that are considered by most societies to belong to all people include the right to life, justice, freedom, and equality. Social justice is the concept that community and state activity should be based on just and equitable treatment of all people regardless of color, race, socioeconomic class, gender, age, or sexual preference. you can choose areas of focus to learn more.

<http://www.wisearth.org/aof/222>

Teaching Tolerance /a Project Of The Southern Poverty Law Center

A non-profit organization formed to fight hate, intolerance and discrimination through education and litigation. Research and education projects include Teaching Tolerance, and it is the parent organization for Tolerance Organization (www.tolerance.org). The Teaching Tolerance Project has developed various teaching resources, including lesson plans, curricula programs and classroom activities that can be downloaded or ordered from this and the Tolerance Organization sites.

<http://www.tolerance.org/>

International Education and Resource Network

A not for profit, global network that enables young people to use internet and other new technologies in order to engage in global education projects. Includes projects on poverty, gender, race, etc.

<http://iearn.org/>

Facing History and Ourselves

Committed to the pursuit and promotion of democratic education through a careful examination of the past, in particular incidents of racism and anti-Semitism, the organization hopes that students will recognize the need for participation and responsible decision-making in the present. Site includes resource listing, (books, multimedia, on-line campus, study guides), teaching resources, including training workshops and information regarding its civic education program, including study guides, and lesson plans. There is also an extensive listing of publications, web links, and an on-line organizational newsletter.

<http://www.facing.org/>

White Privilege

Framing Whiteness: Working Through The Tensions In Introducing Whiteness To Educators

Teacher education has r encountered a radically new approach to the problem of educational inequality of racialised groups of students. Reflecting the reframing of race relations work in education, dialogues on racism are shifting from the inadequacies of 'others' or from the race/d relations between 'us' and 'them' to a critical problematisation of whiteness itself.

[Levine-Rasky, C. \(2000\). Framing whiteness: working through the tensions in introducing whiteness to Educators. Race, Ethnicity and Education, ,3\(3\), 271—292.](#)

Habits Of Whiteness : A Pragmatist Reconstruction by Terrance Macmullan

The author offers a new way to talk about race and racism by focusing on racial habits and how to change them. According to Terrance MacMullan, the concept of racial whiteness has undermined attempts to create a truly democratic society in the United State

[Stauffer Library – Books](#) [E184.A1 M146 2009](#)

The Great White North? : Exploring Whiteness, Privilege, And Identity In Education / Edited By Paul R. Carr, Darren E. Lund. [Book]

This landmark book represents the first text to pay critical and sustained attention to Whiteness in Canada from an impressive line-up of leading scholars and activists. Carr and Lund have provided educators with a vibrant contribution to the critical anti-racist literature.

[Education Library](#) [LA411.83 .G74 2007](#)

[Stauffer Library](#) [LA411.83 .G74 2007](#)