



**CIARS**

Centre for Integrative Anti-Racism Studies

# **Dismantling Anti-Black Racism in Schooling, Education, and Beyond**

## **Resource Guide**

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# Introduction

The Centre for Integrative Anti-Racism Studies (CIARS) has put together a resource to accompany the Inaugural CIARS in Conversation talk: [\*Dismantling Anti-Black Racism in Schooling and Education\*](#). The resource booklet provides books, interviews, webinars, documentaries, articles, reports, toolkits, and resources on the experiences of Black communities in Canada and the impacts of systemic anti-Black racism. It is organized by chapters which highlights: Black communities in Canada, Black feminism, Anti-racist and Anti-colonial theory, Teaching and Talking about Race and Racism, and Affirming Health and Wellness.



# Chapter 1



# Black Communities in Canada

# Black Communities in Canada

This section explores the experiences of Black communities in Canada through a range of diverse resources. A large part of the Black experience in Canada is systemic anti-Black racism. Much of the resources provided here illustrate the ways that anti-Black racism is part of Canadian institutions such as policing, education, healthcare, the criminal justice system, and employment. Further, the Black experience in Canada is marked with erasure and denial of the historical Black presence.

The guiding questions for this chapter are:

1. What are some of the lived experiences of Black communities in Canada?
2. What are some recent and relevant data (qualitative and quantitative) on the Black Canadian experience as it relates to anti-Black racism?

# BLACK COMMUNITIES IN CANADA

## A DISPARATE IMPACT: SECOND INTERIM REPORT ON THE INQUIRY INTO RACIAL PROFILING AND RACIAL DISCRIMINATION OF BLACK PERSONS BY THE TORONTO POLICE SERVICE

**ONTARIO HUMAN RIGHTS COMMISSION | 2020 | REPORT**

*The report* is based on Toronto Police Service (TPS) 2013-2017 data obtained by the Ontario Human Rights Commission (OHRC). The 2020 Interim report is a follow up to the 2018 report which notably highlights that Black people are 20 times more likely to be shot dead by the police in Toronto than white people. This report highlights that Black people are more likely to be struck, shot, or killed by the Toronto Police and are more likely to be arrested by police. This quantitative study outlines the experiences of Black communities in Toronto as it relates to the system of policing.

## CANADA'S BLACK POPULATION: EDUCATION, LABOUR AND RESILIENCE

**STATISTICS CANADA | 2020 | BOOKLET**

Based on 2016 Statistics Canada Census data, *this booklet* examines the experiences of Black people in the education and labour market. It demonstrates the quantitative experiences of Black people and the ways they experience systemic anti-Black racism. For example, among those with a postsecondary education in 2016, the unemployment rate for the Black population was 9.2%, compared to 5.3% for other populations. Despite the many examples and experiences of systemic anti-Black racism highlighted, the booklet importantly points to Black resiliency.

## CANADA'S BLACK POPULATION: GROWING IN NUMBER AND DIVERSITY

**STATISTICS CANADA | 2019 | INFOGRAPHIC**

*This infographic* portrays the experience of Black people in Canada through a quantitative analysis and it is based on the 2016 Statistics Canada Census data. It highlights that over half of Black people live in Ontario and 4 in 10 Black people were born in Canada. The infographic also highlights the ways that systemic anti-Black racism impacts the Black population in terms of the question that member researchers explore through intergenerational studies: do Black people have better health, employment, and education outcomes the longer they live in Canada? Further, in N.S., 71% of the population of 3<sup>rd</sup> generation or more are Black, which points to the significance of Black presence in Canada despite the tropes of newness. A critique of this and other Statistics Canada reports is gender-binary measures of 'males' and 'females' which leaves out Black Trans and Gender non-conforming peoples.

## THE BLACK EXPERIENCE PROJECT IN THE GTA: OVERVIEW REPORT

### ENVIRONICS INSTUTUTE FOR SURVEY RESEARCH | 2017 | REPORT

*The Black Experience Project* was initiated and led by Environics Institute in partnership with the United Way of Toronto and York Region, the YMCA of Greater Toronto, the Diversity Institute of Ryerson University, and the Jean Augustine Chair at York University. The report provides a profile of Black Canadians and answers the question: what does it mean to be Black? It is a qualitative study of 1504 in-depth interviews which explores Black Canadian experience, contributions, and anti-Black racism. Further, Black Canadians engage in high levels of community engagement and activism which is usually sparked by experiences of anti-Black racism.

## TEACHING AFRICAN CANADIAN HISTORY

### NATASHA HENRY | N.D. | WEBSITE

*This* is a Historian-Scholar's website curated by Natasha Henry. The website includes resources (publications, books for educators, lesson plans, classroom resources, places to visit to learn about Black history, media and more) developed by Fundi Education. The website is an invaluable resource that highlights the longstanding Black presence in Canada.

## INNOVATIVE SUPPORTS FOR BLACK PARENTS (BYAP) REPORT 1: AN ASSESSMENT OF THE NEEDS OF BLACK PARENTS IN ONTARIO

### TURNER CONSULTING GROUP INC. | 2020 | REPORT

*This* is the first report in the three-part series, *Assessment of the Needs of Black Parents in Ontario*. It is part of the Ontario Black Youth Action Plan (BYAP) that was introduced in 2017 funded by the Ontario Ministry of Children, Community and Social Services. The report highlights the need and literacy for culturally relevant and responsive parent programming. It explores issues of intersectionality and highlights the impacts of anti-Black racism on parents, which widens the opportunity gap. The report also explores the denial of necessary care for Black parents to be physically and mentally healthy to support their children the intersection of anti-Black racism in multiple systems and institutions on Black parents.

## Chapter 2

# BEYOND BLACK MASCULINITIES: UNPACKING BLACK FEMINIST THOUGHT



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Often, when anti-Black racism is described, the picture that comes to mind is a heteronormative masculine Black man. However, this configuration of Blackness as linked to hypermasculinity is socially constructed and reproduced through multiple discourses and forms, such as media, education, and white patriarchal ideologies. With that, there is an erasure of the experiences of Black womxn from many analyses of the manifestations of anti-Black racism. This section seeks to highlight the intersections of race, gender, class, and other social locations through Black feminist theoretical thought.

The guiding questions for this chapter are:

1. How does Black feminism lend to theorizing on the raced, gendered, and classed intersectional experiences of Black women?
2. How is Black feminism integral in understanding anti-Black racism from intersectional social locations?

# BEYOND BLACK MASCULINITIES: UNPACKING BLACK FEMINIST THOUGHT

## BLACK GIRLS MATTER: PUSHED OUT, OVERPOLICED, AND UNDERPROTECTED

**KIMBERLÉ CRENSHAW | 2016 | REPORT**

*This report* explores the invisibility of Black girls and other girls of colour who do not receive the full attention that boys do within the education system. The report points to the intersections of race and gender and its disproportionate impacts on Black girls and how this is reproduced by under-reporting. Black girls face higher instances of punishment in the schooling system and lower levels of belonging. They are also more likely to take on care roles in the household due to systemic wealth and support gaps, further perpetuating the opportunity gap. The report provides key recommendations and examines the missing voices from most studies which examine Black students' schooling and education experience, those of Black girls.

## THEORIZING EMPOWERMENT: CANADIAN PERSPECTIVES ON BLACK FEMINIST THOUGHT

**NOTISHA MASSAQUOI & NJOKI NATHANI WANE | 2007 | BOOK**

*This* is an edited collection of articles by Black Canadian feminists and is a major contribution to Canadian Black feminist thought. The edited book provides a celebration of Black Canadian women's lives, situating their politics in the Canadian landscape through an intersectional approach. It is anchored in self-definition and theorizes the situatedness of Black Canadian feminist thought through the multiplicity of experiences.

## SISTERS IN THE STRUGGLE

**DIONNE BRAND & GINNY STIKEMAN | 1991 | DOCUMENTARY**

*This* National Film Board of Canada (NFB) documentary highlights some of the organizing and activism in Toronto and beyond in the late 1980s and early 1990s. The documentary centres the voices and experiences of womxn who saw their intersectional realities in groups such as the Black Women's Collective (BWC) and women activists in groups such as the Black Action Defense Committee (BADC). The documentary provides an intersectional framework and links the historical to the contemporary outcomes of anti-Black racism.

## DEMONIC GROUNDS: BLACK WOMEN AND THE CARTOGRAPHIES OF STRUGGLE

**KAHERINE MCKITTRICK | 2006 | BOOK**

"*Demonic Grounds* moves between past and present, archives and fiction, theory and every day, to focus on places negotiated by black women during and after the transatlantic slave trade. Specifically, the author addresses the geographic implications of slave auction blocks, Harriet Jacobs's attic, black Canada and New France, as well as the conceptual spaces of feminism and Sylvia Wynter's philosophies". (The University of Minnesota Press, n.d.)

A consciousness raising and a powerful read. Very eloquently written.

## SEEKING THE BELOVED COMMUNITY: A FEMINIST RACE READER

**JOY JAMES | 2013 | BOOK**

Joy James brings together a powerful collection of contemporary Black Feminist Writers. With *this collection*, James foregrounds the work of Black women who have been centering and articulating the capacity of women's ideas and work, and what this work means for claiming and creating free, radical, Black, feminist futures.

## WELL-READ BLACK GIRL: FINDING OUR STORIES, DISCOVERING OURSELVES

**GLORY EDIM | 2018 | BOOK**

In *this collection* of original essays by Black women writers, each writer explores the moment in which they discovered their literary voice. This is an important collection in that it not only celebrates literary heroines of old, but also discusses the forward and back lineages of Black women's writing across genres, feminisms, languages, and genders. Sometimes, in foregrounding "academic" work in these areas we forget to explore the many other avenues in which we express theory and life. It is important to take seriously our literary gifts and ancestors.

## THE COMBAHEE RIVER COLLECTIVE STATEMENT

**THE COMBAHEE RIVER COLLECTIVE | 1977 | STATEMENT**

*This statement* is from the Combahee River Collective which was a Black lesbian feminist organization based out of Boston in the 70's and 80's. In their statement they discuss four main topics, "(1) the genesis of contemporary Black feminism; (2) what [they] believe, i.e., the specific province of [their] politics; (3) the problems in organizing Black feminists, including a brief herstory of [their] collective; and (4) Black feminist issues and practice." (The Combahee River Collective, 1977)

## A LOVE ETHIC FOR BLACK FEMINISMS: THE NECESSITY OF LOVE IN BLACK FEMINIST DISCOURSES & DISCOVERIES

**EZI ODOZOR | 2021 (FORTHCOMING) | JOURNAL ARTICLE**

In the forthcoming essay (Hypatia - Winter 2021), the author argues for a Black feminist, citational love ethics and discursive framework towards creating peaceful spaces of being for Black women's work and lives.

## HOLDING IT DOWN: THE SILENCING OF BLACK FEMALE STUDENTS IN THE EDUCATIONAL DISCOURSES OF THE GREATER TORONTO AREA

**RHONDA C GEORGE | 2020 | JOURNAL ARTICLE**

*This journal* article presents the ways that Black female students are 'obscured' from the discourses around the educational experiences and outcomes of Black students in the Greater Toronto Area (GTA) which tend to focus on Black male experiences. The article uses an intersectional framework linking gender and race and explores the impacts of the continual exclusion on Black female students on their physical and mental well-being.

## Chapter 3

# Critical Anti-Racist and Anti-Colonial Theories in Education

# Critical Anti-Racist and Anti-Colonial Theories in Education

Critical Anti-Racist and Anti-Colonial theories serve to interrogate white power and privilege in education. Both theories recognize the centrality and saliency of race while also identifying links between racism and the history of colonialism and European imperial expansion. One of the principles of CART is to subvert the persistence of White supremacy, which is pervasive in the Canadian education system. Critical anti-racism entails both theory and practice—it is action oriented, thus its relevance for this Resource Guide. CART and anti-colonial theory question coloniality and power in education and how schools both by design and values propagated are intended to establish Western normativity in the classroom and beyond. Anti-colonial and anti-racist prisms aim to unsettle whose stories are represented and whose knowledge is deemed worthy of being taught. It is critical that educators who are interested in integrating anti-racist pedagogies become familiarized with both these theories.

# CRITICAL ANTI-RACIST AND ANTI-COLONIAL THEORIES IN EDUCATION

## Reframing Critical Anti-Racist Theory (CART) for Contemporary Times

**GEORGE DEI | 2013 | ARTICLE**

In [\*Reframing Critical Anti-Racist Theory \(CART\) for Contemporary Times\*](#), George Dei re-examines CART within the context of racial tensions stirred by the killing of Trayvon Martin in 2012. The article clearly lays down some of the basic ideas and principles of CART, such as intersectionality, recognizing the centrality and coloniality of race, and the significance of challenging knowledge production. The author concludes by situating CART within education and reflecting on the possibilities of an anti-racist pedagogy that is grounded in community and embodied knowledges.

## Personal Reflections on Anti-Racism Education for a Global Context

**GEORGE DEI | 2014 | ARTICLE**

In [\*this reflective essay\*](#), Dei exposes some of the tensions on anti-racist education in the global context. This piece offers an entryway to the principles of anti-racist education, a critique to Western hegemony in education and its linkages with colonialism.

## Why James Baldwin's 'A Talk to Teachers' Remains Relevant 54 Years Later

**ROBIN YOUNG AND CLINT SMITH | 2017 | INTERVIEW (AUDIO AND SCRIPT)**

In [\*this interview\*](#), educator Clint Smith reflects on the significance of James Baldwin's 1963 speech "A Talk to Teachers" and the critical role educators play in addressing history in the classroom, intersectionality and white privilege. Smith takes on Baldwin's speech to reflect on the political power of teachers and engage in anti-racist practice.

## Teaching to Transgress

**BELL HOOKS | 1994 | BOOK**

[\*Teaching to Transgress\*](#) is an essential read for educators who wish to fundamentally rethink education, by sharing strategies for educators to transgress race, class and gender oppressions and attain freedom. hooks work contributes to articulating anti-racist and anti-colonial pedagogies that centre racial consciousness.

Chapter 4

**TEACHING AND  
TALKING ABOUT  
RACE & RACISM**



# TEACHING AND TALKING ABOUT RACE & RACISM

Families in collaboration with schools and communities, play an important role in shaping children's attitudes about who they are and what they look like. This includes attitudes toward their physical attributes (i.e. skin colour, eye, lips and nose shape, hair texture, body shape, etc.) and cultural characteristics (i.e. accent, name, beliefs and practices, etc.) associated with race. When having conversations about race and racism, it is important to also pair this with an opportunity to learn where and how injustice and inequality work in our society. This section provides a brief list of resources that will support your journey in teaching and talking about race and racism.

The guiding questions for this chapter are:

1. How might I highlight the complexity of identities within Black communities (i.e. race, gender identity, ability, religious beliefs, class, etc.) and the subsequent compounding experiences?
2. In what ways might anti-Black racism manifest itself within my teaching practice and classroom climate?

# TEACHING AND TALKING ABOUT RACE & RACISM

## BECOMING UPENDED TEACHING AND LEARNING ABOUT RACE AND RACISM WITH YOUNG CHILDREN AND THEIR FAMILIES

KIRSTEN COLE & DIANDRA VERWAYNE | YEAR | JOURNAL ARTICLE

**Source:** Cole, K. & Verwayne, D. (2018). Becoming Upended: Teaching and Learning about Race and Racism with Young Children and Their Families. *National Association for the Education of Young Children*, Vol. 73 (2).

[This article](#) provides a starting point for educators and families seeking to support children's learning and understanding about race and racism. The authors highlight diverse situations in which racist thoughts, beliefs and attitudes manifest, and examine ways to use these as teachable moments to promote opportunities for conversations about race. For continued examination of how to support young children in learning and understanding race and racism, please visit the National Association for the Education of Young Children at [www.naeyc.org](http://www.naeyc.org).

## INTERSECTIONALITY MATTERS!

AFRICAN AMERICAN POLICY FORUM (AAPF) AND KIMBERLE CRENSHAW | 2020 | PODCAST

[Intersectionality Matters!](#) is a podcast hosted by law professor, a leading scholar of critical race theory and civil rights advocate Kimberlé Crenshaw. She brings together diverse academics, artists and community activists as they discuss a range of topics concerning social movements and political history.

## THE SKIN WE'RE IN: A YEAR OF BLACK RESISTANCE

DESMOND COLE | 2020 | BOOK

**Source:** Cole, D. (2020). [The Skin We're In: A Year of Black Resistance](#). Doubleday Canada.

Community activist and journalist, Desmond Cole chronicles the struggles Canadians have had and continue to have with racism and systemic inequities within the country. In the span of one year, Cole documents the injustices experienced by Black Canadians and provides critical insight to readers as to how Black communities have always resisted against racial discrimination.

## LET'S TALK! | DISCUSSING RACE, RACISM AND OTHER DIFFICULT TOPICS WITH STUDENTS

TEACHING TOLERANCE | 2017 | RESOURCE GUIDE

**Source:** Teaching Tolerance (2017). [\*Let's Talk! Discussing Race, Racism and Other Difficult Topics with Students\*](#). *Teaching Tolerance*. Retrieved from:

This guide serves as a foundation for educators in preparing to facilitate difficult conversations about race and racism within the school environment. Teaching Tolerance provides concrete strategies to examine current topics through culturally relevant approaches. For continued self-directed capacity building, please read the article [\*Race does not equal DNA\*](#) (Graves, 2015) and visit their website at [www.teachingtolerance.com](http://www.teachingtolerance.com).

## CULTURALLY RELEVANT AND RESPONSIVE PEDAGOGY FOR SCIENCE/MATH

ZAINAB ZAFAR | 2020 | GOOGLE DOC RESOURCE

The resource can be accessed [here](#).

We want All students to succeed in STEM courses. By incorporating the CRRP approach, we are moving towards the success for All students, particularly our Black students, who have been disadvantaged in the STEM courses. It is proven through various studies that CRRP has been effective with the academic performance of students who do not feel included in the curriculum. I hope this resource becomes a means for educators to learn and to teach through the lens of equity. The purpose of this resource to make science education more inclusive for Black students by incorporating Black excellence and contributions in the area of STEM.

## #SCHOLARS STRIKE SEPTEMBER 9 & 10, 2020 DAYS OF ACTION ANTI-OPPRESSION/ANTI-RACISM RESOURCES FOR EDUCATORS

Dr. Claire Ahn, Dr. Alana Butler, Dr. Saad Chahine, Dr. Jennifer Davis, Dr. Anita Jack-Davies, Dr. Heather McGregor, Dr. Lindsay Morcom, Dr. Holly Ogden, Jackson Pind, Thashika Pillay  
Olivia Rondeau, Deb St. Amant, Dr. Michelle Searle | 2020 | RESOURCE

[\*This resource\*](#) was produced by educational scholars for the #ScholarsStrikeCanada action which took place on September 9<sup>th</sup> and 10<sup>th</sup> of 2020. This resource is for educators and is broken down by sections for early childhood educators, elementary school teachers, secondary school teachers, and postsecondary teaching. The resource also provides background information on the context of the #ScholarsStrike.

## AskCDI: Discussing Racism with Children

SHAWNEE HARDWARE, JANELLE BRADY & ANNETTE WALKER | 2020 | WEBINAR

This [\*webinar\*](#) explores the ways that parents, educators, and caregivers can discuss the topics of race and racism with children through age-appropriate formats. It explores multiple nuances when it comes to the positionality of Black, Indigenous, Racialized and White families in the ways they address the

topics of race and racism. The panelists provide an overview of key terms and examples and end off with a live question-and-answer period.

## ADDRESSING ANTI-BLACK RACISM IN EDUCATION: OISE BLACK FACULTY IN CONVERSATION

GEORGE DEI, LANCE MCCREADY, ANDREW CAMPBELL, ANN E. LOPEZ, NJOKI WANE & JANELLE BRADY | 2020 | WEBINAR

This [\*panel\*](#) is organized by the Centre for Leadership and Diversity (CLD) in partnership with the Centre for Integrative Anti-Racism Studies (CIARS) and is a conversation between Ontario Institute for Studies in Education (OISE) Black faculty members. It explores the issues of anti-Black racism in schooling and education and ways that educators can act and respond to systemic racism impacting Black students.

## YOUTH ACTIVISM TOOLKIT

YOUTH ACTION NETWORK | 2020 | RESOURCE

[\*Fire It Up: A Toolkit for Youth Action\*](#), is a toolkit to empower youth organizing and activism. The toolkit outlines important anti-oppression terminology and helps to guide young people on how begin, execute, and maintain a long-term youth-lead organization. The toolkit provides information on how to facilitate conversations about anti-oppression among peers. They also provide information on how to start organizations, and how to build coalitions across organizations. Guiding principles and tips, such as acknowledging one's privilege and creating space for underrepresented voices, is heavily highlighted throughout. This toolkit was created by youth activist to help inspire more youth to advocate within their schools and communities.

Chapter 5

**AFFIRMING  
BLACK HEALTH  
AND WELLBEING**

# AFFIRMING BLACK HEALTH AND WELLBEING

We have searched for the many answers to the question, “What does it mean to live and be well?” In particular, what does it mean as, and for, Black people in the face of global anti-Blackness? Furthermore, what are Black people saying about what it means to be well and how we can write our own centered answers to that question. The resources in this section offer various perspectives and insights towards this question. They are by no means exhaustive looks, but invitations to begin the exploration. Included in the resource list are not only articles and books for learning, but also tools that each of us can use to explore our own personal states of wellbeing.

# AFFIRMING BLACK HEALTH AND WELLBEING

## THERAPY FOR BLACK GIRLS

**DR. JOY HARDEN BRADFORD | PODCAST**

"Therapy for Black Girls is an online space dedicated to encouraging the mental wellness of Black women and girls."

Podcast: <https://therapyforblackgirls.com/podcast/>

Website: <https://therapyforblackgirls.com/>

## THE BODY IS NOT AN APOLOGY

**SONYA RENEE TAYLOR | 2018 | BOOK**

In [this work](#), Sonya Renee Taylor looks at reclaimatory languages for relating to our bodies and minds. This book is a refusal of contemporary Eurocentric commodification of the body as a utility. The author works with us to eschew shame, inviting love of self in all the ways that bodies come.

## CONQUERING THE BLACK GIRL BLUES

**LANI VALENCIA JONES, BEVERLY GUY-SHEFTALL | 2015 | JOURNAL ARTICLE**

In [this article](#) the authors explore the need for Black feminist response to mental health servicing for Black women.

## A NOTE 2 SELF

**ALEXANDRA ELLE (ALEX ELLE) | MEDITATION JOURNAL**

[This](#) is a guided meditation journal created by Alexandra Elle. This journal contains daily reflective prompts. This journal is a meditative aid created by a Black woman.

## FEARING THE BLACK BODY: THE RACIAL ORIGINS OF FAT PHOBIA

**SABRINA STRINGS | 2019 | BOOK**

[This](#) work looks at the racial origins of fat phobia and its connection to a rejection of Black bodies, and in particular Black female bodies.

## THE FUTURE OF HEALING: SHIFTING FROM TRAUMA INFORMED CARE TO HEALING CENTERED ENGAGEMENT

**SHAWN GINWRIGHT | 2018 | ARTICLE**

*This article* discusses why trauma-informed care is incomplete in addressing the root causes of trauma.

## RACE AND WELL BEING: THE LIVES, HOPES, AND ACTIVISM OF AFRICAN CANADIANS

**DAVID ESTE, CARL JAMES, WANDA THOMAS BERNARD, AKUA BENJAMIN | 2010 | BOOK**

*This book* explores how experiences of racism, combined with other social and economic factors, affect the health and well-being of African Canadians.

## BLACK EXPERIENCES IN HEALTH CARE SYMPOSIUM REPORT

**BLACK HEALTH ALLIANCE, SINAI HEALTH, HEALTH COMMONS SOLUTIONS LAB | 2020 | REPORT**

Link to report: [https://drive.google.com/file/d/1s1ErqLKuwXJWbHuqPePrWWL\\_Czr7NOP4/view](https://drive.google.com/file/d/1s1ErqLKuwXJWbHuqPePrWWL_Czr7NOP4/view)

Symposium Report: [https://www.mountsinai.on.ca/about\\_us/health-equity/pdfs/SHS-BEHC-report-FINAL-aoda-final.pdf](https://www.mountsinai.on.ca/about_us/health-equity/pdfs/SHS-BEHC-report-FINAL-aoda-final.pdf)

The Black Experiences in Health Care Symposium report from the Black Health Alliance highlights how social determinants of health, anti-Black racism, and institutional practices in healthcare, disproportionately negatively impact Black communities. The report also advocates for race-based data collection in partnership with Black communities. They provide lived experiences within the healthcare system, as well as statistics.

## BARRIERS AND FACILITATORS TO ACCESSING MENTAL HEALTHCARE IN CANADA FOR BLACK YOUTH: A SCOPING REVIEW

**TIYONDAH FANTE-COLEMAN & FATIMAH JACKSON-BEST | 2020 | ARTICLE**

*This scoping review* takes an in depth look at barriers to access for Black youth looking for mental health services in Canada.

## HEAVY: An American Memoir

**KIESE LAYMON | 2018 | BOOK**

*This memoir* is as much about the life of one young Black man navigating trauma, self-reckoning, and weight as it is about the trauma that the Black body holds and how that trauma reverberates throughout our intimate lives. A number of interesting questions are posed throughout this text for us to consider.



## BLACK WOMEN'S HEALTH MATTERS

CAITLIN DUNNE | 2020 | ARTICLE

The authors [review](#) the lack of research, particularly in Canada, about Black women's health and some of the reasons why this may be so.

Designers and Copy Editors: Rayshena Vijendran and Sophie Bourret-Klein