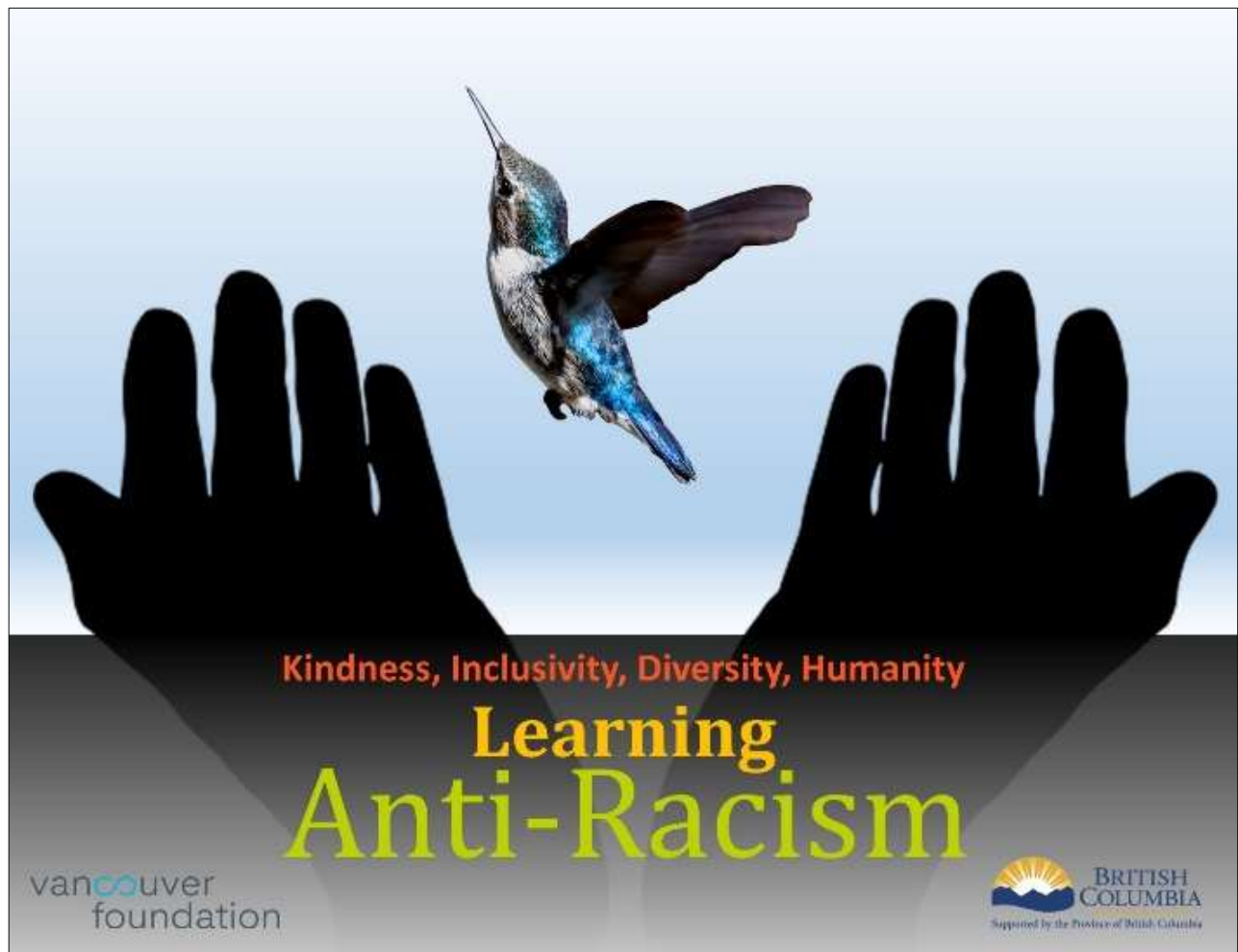


A Resource Tool for Learning Anti-Racism



Prepared by the Victoria Multifaith Society and the Centre for Civic Religious Literacy, with funding provided by the Vancouver Foundation and the Province of British Columbia



CCRL The Centre for Civic Religious Literacy
CLRC Le centre de litt ratie religieuse civique

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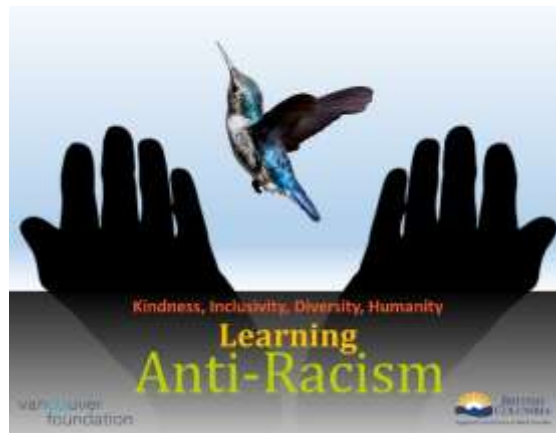
Acknowledgement

This Toolkit was created primarily in British Columbia, where 95% of the land is unceded traditional First Nations territory, with over 200 of Canada's 630 First Nations communities.

Unceded territory is land that First Nations people never ceded or legally signed away to the Crown or to Canada. To learn more about each First Nation and Métis group, we encourage you to visit the [First Peoples' Map of BC](#), which forms part of our "Re-evaluating Canadian History" workshop.

In preparing this Toolkit¹, we sought to highlight the history and ongoing presence and contributions of the First Nations and Métis Peoples across BC and Canada. We fully acknowledge the rich, long-suppressed and misunderstood cultural history of this territory upon which we live and work together.

We offer this Toolkit as a means of relationship-building between this country's diverse peoples, as a small part of the effort needed to build a better future of dignity and justice for all.



¹ Regarding the graphics chosen for the project, the symbolism of the hummingbird and some of the meanings are health, joy and harmonious relationship. In this website on the symbolism in the Pacific Northwest culture, the lesson of the hummingbird legend is that each person has gifts to give. <https://www.first-nations.info/hummingbird-totem.html>

Introduction

These workshops are meant to help us reimagine our communities and find ways to create an inclusive country where everyone belongs, all can contribute and all are considered worthy of kindness and respect.

Many incidents of racism have been receiving much needed attention in recent years, including the events that sparked the Black Lives Matter movement, incidents of anti-Asian racism in our streets, terrifying attacks on mosques and synagogues, and the discovery of the graves of Indigenous children at residential schools. All are important issues that need to be dealt with collectively.

“*We’re all in this together*,” the oft-cited lesson of the Covid 19 pandemic, is also applicable to healing racism. In creating this resource tool, we have consciously worked to build bridges, avoiding an “us and them” approach. **We’ve chosen to encourage insight, empathy, and listening, emphasizing respect and the need to be kind and compassionate as we learn with and from each other.**

This resource shares outlines for 8 workshops of a minimum of 90 minutes. Time can be added for more discussion or Q&A. They were created to offer an easily accessible and practical tool-kit to discuss and address racism in groups. Each session shares personal and educational components illustrating various forms of racism, often illustrating historical aspects that may help to illuminate present-day events.

Social change begins with the individual. In creating this resource tool in consultation with community leaders, it was agreed that it should be:

- **Widely applicable** over a range of backgrounds, ages and learning styles
- **Locally relevant**, reimagining how to live together in community
- **Positive in tone** and uplifting of historically marginalized groups
- **Actionable** & helpful in creating social change
- **Educational**, addressing historical and psychological aspects of racism

We hope that this tool will lead to systemic change in our country. Policies and practices follow changing social norms, and it’s increasingly obvious that our existing structures are not working for everyone. Historical injustices have led to attitudes and inequalities that persist in present-day society. Demographic statistics paint a picture of over-representation of disadvantaged groups in our prison systems, foster care, health care etc., in patterns that have continued over generations.

The purpose of this project is both social and personal transformation. The relationship between these two elements in the work for real and lasting change is eloquently described by author Amanda Ripley²:

People with power don't generally give it up just because they become less prejudiced. They need to feel pressure, the kind that comes from organized political, legal, economic, and social action. But here's the thing: pressure isn't enough, either. Lasting change requires shifts that happen up high and down low, in bank accounts and zoning laws, but also in people's hearts and homes. Otherwise, people will find ways to get around new laws. When Americans were forced to integrate schools for Black and White children in the 1950s, many White parents opened new, private schools or fled to the suburbs. There are stories like that all over the world, where laws changed but people didn't. The conflict burns on underground, where you can't see it.

During the Debriefing Discussions, participants are consistently asked how they can contribute to change. Each person will know far better than we do how this might be done in their fields and according to their power and capacity locally, regionally or nationally. This is why creative reflection is encouraged.

We share this effort with you in optimism. Thank you for taking part in this needed conversation.

– Sheila Flood (VMS) & W. Y. Alice Chan (CCRL), January 2022

² Amanda Ripley, *High Conflict*

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This Toolkit was created with the support of our Advisory Committee members and with the assistance of 25 youth, young adult and adult reviewers from across BC. We thank them all for their time and insight.

Funded by the Vancouver Foundation and the Province of British Columbia

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Supported by the Province of British Columbia

Opening Agreements:

These are recommended guidelines that groups may want to build upon or adapt to their needs. They are designed to be used before sessions or even as a written agreement.

Seven key practices to maintain the quality of the discussions:

1. Promote the value and practice of respect:

Please communicate your ideas respectfully. This includes respecting the value of the person behind the idea. We may not agree with each story, idea, or question that is raised but respecting the person can help us go through these sessions together with honesty and empathy. This makes room for others and active listening.

Respect looks different in every culture. To agree or show that they are listening, some cultures nod in the middle of listening. To be neutral, other cultures do not like to nod. Some cultures like to interact in the middle of discussion to show that they are highly engaged in conversation, while other cultures may see that as interrupting and being rude. Let's discuss what respect looks like for our group of participants. [Include specific examples here that the group agrees on.]

2. Maintain confidentiality:

Race and racism can relate to very personal experiences, observations, or thoughts. Let's agree to keep our comments private. If we get permission from someone to share their stories, observations, or thoughts with others who are outside our group meeting, let's agree to share the comments without naming the person who said it. Let's be sure to omit any identifiable details that can trace the story back to them too. This way, we can create an environment of trust that welcomes more sharing from the group.

3. Use "I" statements:

All participants are individuals and do not reflect their community, affiliated group, neighbourhood, etc. Sharing "I" statements helps us remember that each person is sharing from their personal perspective and experiences. "I" statements are not shared in defensive or offensive tones. For example, "I feel frustrated when people ask me 'Where are you really from?' when I was born in Canada." [Ask your group to offer other examples that are appropriate for the group and include them here.]

4. Practice active listening:

Most people listen in order to share their own ideas. Active listening encourages listeners to focus on the ideas that are shared, ask questions about it to understand it further, and can show the speaker that they are being heard and valued. This guideline relates back to the first one about respecting the person and comments. Discussing race and racism can be hard. Active listening can also help us explore perspectives and ideas that are new and complex to us.

5. Permission to pass or walk away:

Everyone processes ideas and thoughts differently. The opportunity to stay silent in reflection or walk away when triggered or overwhelmed recognizes everyone's willingness to be vulnerable in this important topic. This permission to pass or walk away creates the sense of trust and patience needed for this topic. This does not mean that the person is not engaged or devalues our discussion. It can mean that they need to take a break or that someone in the group could have said something hurtful unconsciously or consciously. Since this discussion can be personal, it is something we should be mindful of and relates again to guideline #1 - respect.

6. Recognize the importance of self-care:

Related to guideline #4, self-care recognizes that people may need further supports or processing before, during, or after our discussion. Kindness to ourselves is just as important as kindness to others. Our conversation may resurface hurtful feelings or experiences for some people. ["Four Key Dimensions of Self-Care"](#) may be a useful resource in this respect.

7. Promote a brave space:

It is not easy sharing personal stories and experiences about racism. When people share, it requires bravery and courage from anyone who shares and those who listen. In this type of open sharing, questions and ideas will be raised. This means that ideas can be challenged too. In this way, our space is not necessarily safe or comfortable for everyone at all times, but brave, respectful, open dialogue creates opportunity for listening, understanding, and learning.

The overarching goal of the Learning Anti-Racism Toolkit is to help us reimagine our communities & find ways to create an inclusive environment where everyone belongs, everyone contributes and all are considered worthy of respect.

New understandings and insights are gained by listening, learning and sharing.

A facilitator can encourage and guide the discussion by maintaining order and a good learning environment, but the work must be done by the participants themselves.

Glossary

This glossary includes definitions from various external sources. Some are working definitions from international organizations that are consistently addressing these aspects of racism. Other definitions are from educational institutions. We include external definitions so that you can read more and continue to learn about each type of racism from their websites.

The list of definitions begins with the definition of race and racism. The rest of the definitions are organized in alphabetical order.

Race:

A social construct that informs society and cannot be ignored. “Although race has no genetic or scientific basis, the concept of race is important and consequential. Societies use race to establish and justify systems of power, privilege, disenfranchisement, and oppression.” ([National Museum of African American History & Culture-Smithsonian](#))

Racism:

Classifying individuals or groups into specific categories on the basis of race with the belief that one specific group is superior over another. Racism manifests in many aspects of social life, whether social, economic, political, etc. Racism is a belief based on physical appearance and human behavior.

All types of racism can lead to social, physical, mental, political, economic, or spiritual harm.

FORMS OF RACISM

All human beings are equally worthy of respect.

Without this basic spiritual/humanitarian principle there are endless possible forms of discrimination, such as:

Anti-Asian racism

Prejudice, beliefs, stereotyping and discrimination that is directed at people of Asian descent, based on their skin colour and ethnicity. A rise in anti-Asian racism occurred during the COVID-19 pandemic but other examples in Canada include the Chinese Head Tax, Japanese Internment Camps, and Komagata Maru. ([Delta School District](#))

Anti-Black racism:

Beliefs, attitudes, prejudice, stereotyping and/or discrimination that is directed at people of Black-African descent and is rooted in their unique history and experience of enslavement and colonization in Canada. This includes the removal of Hogan’s Alley in Vancouver and Africville in Halifax, and the overrepresentation of Black people in Canadian criminal justice system today. ([Delta School District](#))

Allyship:

“Is a lifelong process of building relationships based on trust, consistency, and accountability with marginalized individuals and/or groups. While allies generally don’t experience oppression, they understand that they must always carry the weight of it and support those who experience it every day.” ([Learn Newsletter](#))

Anti-colonialism:

“Examines systemic power structures that create and maintain racism and oppress the human rights of peoples oppressed by colonialism, and implements corresponding mechanisms to counteract colonialism. Historic racism of colonialism and the modern-day equivalent of colonialism are continuously examined with the goal of social justice for peoples oppressed by colonialism.” ([Government of British Columbia](#))

Anti-racism:

“The practice of identifying, challenging, preventing, eliminating and changing the values, structures, policies, programs, practices and behaviours that perpetuate racism.” ([Government of British Columbia](#))

Brave space:

“Brave spaces make room for all topics and opinions.” ([Educatus at University of Saskatchewan](#))

Colonialism:

“Colonizers are groups of people or countries that come to a new place or country and steal the land and resources from Indigenous peoples, and develop a set of laws and public processes that are designed to violate the human rights of the Indigenous peoples, violently suppress the governance, legal, social, and cultural structures of Indigenous peoples, and force Indigenous peoples to conform with the structures of the colonial state.” ([Government of British Columbia](#))

admissions quota for the number of Jewish students they could enroll, the Christie Pits riots, and the four “Days of Shame” in Montreal. Specifically, “antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.”

([International Holocaust Remembrance Alliance](#))

Islamophobia: A fear or hatred towards Muslims based on their perceived or actual identity related to dress, race, ethnicity, nationality, religion, and political affiliation.

“Islamophobia is a system of oppression that can be defined as a fear or hatred of Islam and its adherents. This hatred and fear translate into ideological and systemic forms of oppression and discrimination against individuals.

Islamophobia targets expressions of visible or perceived Muslimness.”

([Canadian Council of Muslim Women](#))

In Canada, this includes the murder of a Muslim family strolling after dinner in London, Ontario in 2021, and the largest terrorist attack in Canadian history towards Muslims in Quebec City in 2017.

Colourism:

(Also known as shadeism)

“A prejudice or discrimination against individuals with a dark skin tone, typically among people of the same ethnic or racial group; a form of oppression that is expressed through the differential treatment of individuals and groups based on skin color. Typically, favoritism is demonstrated toward those of lighter complexions while those of darker complexions experience rejection and mistreatment.” ([Canadian Race Relations Foundation](#))

De-colonize:

“Is undoing colonial impacts including surfacing our assumptions and beliefs as well as the ways we learned them.” ([Ta7taliya Michelle Lorna Nahanee](#))

Indigenize:

“The term ‘indigenize’ is problematic because it refers to the idea of making something colonial appear Indigenous. The problem here is that the focus is on a surface change without engaging with the colonial underpinnings and intent. The alternative is to center a commitment to decolonization. This is done by creating space that centers Indigenous beliefs, beyond tokenisms, and honours and respects Indigenous knowledge, history, and connections to the land (there is no short cut word for this).” ([Delta School District](#))

Institutional racism:

“Occurs in organizations. These are race-based policies and practices that give unfair advantages to (White people) over people of colour. These institutional policies often never mention any racial group, but the intent is to create advantages.” ([National Museum of African American History & Culture-Smithsonian](#)) This is an implementation of racism at an organizational and systems level, compared to interpersonal racism that occurs in daily interaction.

Interpersonal racism:

Racism that occurs between individuals, including visible acts of racism towards an individual or a group. Examples are hate crimes directly to another person, negative stereotyping, outright discrimination, and violent acts.

Internalized racism:

“Is the individual inculcation of the racist stereotypes, values, images, and ideologies perpetuated by the White dominant society about one’s racial group, leading to feelings of self-doubt, disgust, and disrespect for one’s race and/or oneself” ([Pyke, 2010, p. 553](#)). This can show up in a number of ways, ranging from [skin bleaching](#) to policing one’s own behaviour in order to defy a stereotype, “fit in,” or not appear as “too much” of something that is not the “norm.” ([Alberta Civil Liberties Research Centre](#))

Intersectionality:

“Is a framework for conceptualizing a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It takes into account people’s overlapping identities and experiences in order to understand the complexity of prejudices they face.” ([YW Boston](#))

Intersectionality encompasses the intersections of race and gender, as well as religion, ethnicity, country of origin, physical appearance, language, class, and socioeconomic status and their cumulative and exponential effects ([Magassa, 2019, p. 56](#)).

Intragroup racism:

Prejudice, beliefs, stereotyping and discrimination towards people of the same race due to their different ethnicities, language, class, and national, religious, or political affiliations and status.

Lateral racism:

Occurs when people who have been oppressed for long periods are discriminatory to their own community and peers with anger, frustration, sometimes violence (Lateral Violence) etc., rather than being discriminatory towards individuals or groups that historically oppressed them. This form of racism exists within many community groups and is common among Indigenous communities in Canada.

Lateral violence:

A form of violence that may occur in many communities, but is of exceptional concern in Indigenous communities. “Differs in that Aboriginal people are now abusing their own people in similar ways that they have been abused. It is a cycle of abuse and its roots lie in factors such as: colonisation, oppression, intergenerational trauma and the ongoing experiences of racism and discrimination.” ([Native Women’s Association of Canada](#))

Microaggressions:

These “are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.” ([Dr. Derald Wing Sue](#))

They can occur based on any aspect of diversity, including race, ethnicity, gender, sexual orientation, religion, class, etc. Examples of microaggression:

- ✚ Others acting as if you were not smart enough
- ✚ People suspicious of you
- ✚ Being ignored or overlooked, or not given service in a restaurant or store
- ✚ Mistaken for a service provider (e.g. janitor or maid)
- ✚ Treated unfairly by an employer in hiring, pay, or promotion
- ✚ Stopped unfairly by the police

Religious literacy:

Is a framework to help people understand the religious, spiritual, and non-religious people and organizations in society. It includes knowledge and skills to help us see that racism towards groups can be related to their religious, spiritual, and non-religious identities, such as the intersection of ethnicity, race, culture, class, politics, and religious identity that is intertwined in anti-Indigenous racism, Islamophobia, and antisemitism. ([Centre for Civic Religious Literacy](#))

Systemic racism:

The deliberate failure to provide appropriate services to individuals based on race, ethnicity, culture, religion, gender, sexual orientation, class, and other markers of identity that are linked to race. It is also referred to as structural racism, which “is the overarching system of racial bias across institutions and society. These systems give privileges to White people resulting in disadvantages to people of color.” ([National Museum of African American History & Culture-Smithsonian](#))

Trauma:

“Is the lasting emotional response that often results from living through a distressing event. Experiencing a traumatic event can harm a person’s sense of safety, sense of self, and ability to regulate emotions and navigate relationships. Long after the traumatic event occurs, people with trauma can often feel shame, helplessness, powerlessness and intense fear.” ([Centre for Addiction and Mental Health](#))

“Racial trauma, or race-based traumatic stress (RBTS), refers to the mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes. Any individual that has experienced an emotionally painful, sudden, and uncontrollable racist encounter is at risk of suffering from a race-based traumatic stress injury.” ([Mental Health America](#))

Unconscious bias:

A bias and prejudice that we carry without our conscious awareness. It can lead us to “take shortcuts when processing information. This saves time when making decisions, which is especially helpful when we’re under pressure and need to meet deadlines. While these shortcuts may save time, an unconscious bias is a systematic thinking error that can cloud our judgment, and as a result, impact our decisions.” This then impacts our thinking, action, and words and can lead us to be discriminatory. ([Ivey Business School, University of Western Ontario](#))

White privilege:

"The unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed upon people solely because they are White" ([Calgary Anti-Racism Education](#))

Zionism:

“Jewish nationalist movement that has had as its goal the creation and support of a Jewish national state in Palestine, the ancient homeland of the Jews (Hebrew: Eretz Yisra’el, “the Land of Israel”). Though Zionism originated in eastern and central Europe in the latter part of the 19th century, it is in many ways a continuation of the ancient attachment of the Jews and of the Jewish religion to the historical region of Palestine, where one of the hills of ancient Jerusalem was called Zion.” ([Encyclopedia Britannica](#))

Session 1: One Race

The Human Family



Pre-workshop:

✚ Watch [The Lie that Invented Racism](#) TED talk, (18:13 min.)

✚ Read or watch **2 or more items** from the “Reading & Viewing materials” section at the end of this workshop. Your thoughts on these will be welcome during the discussion.

Intro: A round of introductions should be followed by a review of the Opening Agreements (page 6-7). The goal of this session is to look at the close interconnection of the human family.

Videos: These videos (to be watched as a group) were chosen to illustrate the principle of *all human lives being equally worthy of respect regardless of race, class, gender, or religion*. Without this basic spiritual/humanitarian principle there are endless possible forms of discrimination and injustice, from microaggressions to genocide. (See “Reading & Viewing materials”.)

- [One Species, Living Worldwide](#) Smithsonian, 4:20 min.
- [Momondo The DNA Journey](#) 5:16 min.



Small Group Discussion:


As noted in the Smithsonian video *One Species Living Worldwide*, “The billions of human beings living today all belong to one species: *Homo sapiens*. As in all species, there is variation among individual human beings, from size and shape to skin tone and eye color. But we are much more alike than we are different. We are, in fact, remarkably similar. The DNA of all human beings living today is 99.9% alike”³.

In groups of 4 to 6 people, share your physical origins in a few sentences.

Discussion questions:

- How did the videos affect your sense of identity?
- Did you have experience with other ethnic groups, cultures and religions growing up? Positive or negative?
- How do you react to racist sentiments? Where do you think we should draw the line between maintaining peace and condoning racism?
- How do you think we can create individual and social change towards greater appreciation and inclusion of difference?

³ [Smithsonian article](#)



*All creatures are the family of God;
and he is the most beloved of God
who does most good to His family.*

– [Islam, Hadith](#)

Recognise all of humanity as one.

– [Sri Guru Gobind Singh](#), 10th Sikh Guru

*The diversity in the human family should be
the cause of love and harmony, as it is
in music where many different notes blend
together in the making of a perfect chord.*

– Bahá'í Faith, [ADJ, Abdu'l-Bahá](#)

Debriefing:

Quotes and discussion questions to promote reflection and action

Discuss:

✚ What have you learned in this session and through the materials chosen in preparation for the workshop?

✚ What needs to change?

Suggested Reading & Viewing Material:

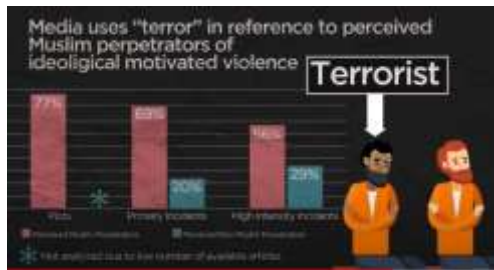
- [Inclusion & the Power of Diversity](#), YouTube, 2017, (3:27 min.) Accenture video on the encompassing humanitarian needs behind the ideal of inclusion.
- [The Myth of Race: the Troubling Persistence of an Unscientific Idea](#), by Robert Sussman A book that traces the surprising history race as a social construct.
- [The Myth of Race Debunked in 3 Minutes](#), YouTube, 2015 (3:07 min.)
- [13 Facts about the Eugenics Movement](#) YouTube, 2019, (2:47 min.) Overview of a racist movement that was once popular among the highest echelons of society.
- [The rise of White Supremacy and its New Face](#) YouTube, 2019, (5:48 min.) What's behind the renewed popularity of this very old movement?
- [Privilege/Class/Social Inequalities Explained in a \\$100 Race](#) YouTube, 2017, (4:17 min.)
- [What is the definition of Microaggression?](#) YouTube, 2016, (4:29 min.)
- [Hate Crimes Start with Words](#), Bahá'í International Community video, 2021, YouTube, (1:27 min.) The connection between hate, politics and speech.
- [The “ethnic cleansing” of Myanmar’s Rohingya Muslims, explained](#) YouTube, 2017, (5:14 min.) The origins and history of a modern example of ethnic cleansing.
- [Amend: The Fight for America, Episode 6](#) Will Smith, YouTube, 2021 (58:38 min.) The stories of brave immigrants who continue to fight for liberty and justice for all.
- [The Golden Rule is Universal](#) Golden Rule Project website. Examples of the Law of Reciprocity in its many formulations from all around the world.

Music to start or end the workshop (optional)

- [Music video, Brandi Carlile, The Joke](#) YouTube, 4:58 min.

Session 2: Islamophobia

Racist Myths & Skewed Narratives



Pre-workshop:

✚ Watch [How Bad is Islamophobia in Canada?](#) Global News, 2021

✚ Read or watch **at least 2 items** from "Reading & Viewing materials" below, noting any questions.

Facilitator: If possible, invite someone from the Muslim community to join you for this workshop or for a follow-up session to answer questions.

Intro: The goal of this session is to develop a narrative that reflects more accurately the Muslim population of Canada and the Islamic religion, which encompasses many different ethnic groups.

Muslims have been in Canada since the 1850's⁴. The first Canadian mosque was constructed in Edmonton in 1938. By 1979, nearly 70,000 Muslims lived in Toronto⁵. The history of Islam in this country is long and not well known. You're encouraged to learn more through the materials at the end of this workshop. The videos here reflect our present reality.

Videos: To watch together as a group

- [Islamophobia is more than hate crimes](#), 3:44 min.
- [The Myth of the Muslim Terrorist](#), 4:20 min.

Small Group Discussion: Break into groups of 4 to 6 to discuss:

- Which parts of the videos did you consider noteworthy/important?
- What was your personal reaction to anti-Muslim racism in our society? What were some of the things that surprised or disturbed you?
- What attitude or attitudes towards Muslims prevailed in the place you grew up? How has this changed over the years?
- What are the Muslim stereotypes in popular culture, both positive and negative?
- What's the relationship between racism, news media, and social media?

⁴ [Remembering the First Muslims in Canada](#), AboutIslam.net

⁵ [Early Glimpses of Ramadan in Toronto](#) Muslim Vibe website

We believe in God and what He has revealed to us and to Abraham, Ishmael, Isaac, and their descendants, and what was revealed to Moses, Jesus, and the Prophets from their Lord. We make no distinction among them...

– Islam, [Qur'án 2:136](#)

All are the sons and daughters of God, good people all, Brothers and Sisters, since created by One Father. No rooted difference is there between them.

– Hinduism ([Bhavishya Purana](#))

Debriefing:

Quotes and discussion questions to promote reflection and action

-
1. How did this workshop (including preparation) change your conception of Islam?
 2. How can we help to decrease Islamophobia in our community?
-

Suggested Reading & Viewing Material:

- [1001 Inventions, with Ben Kingsley](#), YouTube film, 2020, (13:17 min.) The story of 3 students who thought the Greeks and the Romans had invented everything.
- [1001 Inventions, collection of articles, videos etc.](#), website, UK The science and cultural heritage of the Muslim world.
- [Why Was the Islamic Golden Age Golden?](#), YouTube, 2020, (10:43 min.) The Islamic Golden Age was a period of cultural, economic and scientific flourishing, traditionally dated from the 8th to the 14th century.
- [Soothing Prayer, A Time for Myself](#) (AboutIslam.net) A single mother's appreciation of Muslim prayer as an oasis of peace and renewal in her busy days.
- [Iran and the West](#), 3-part BBC series, YouTube (1 hr) What does politics have to do with it?
- [The Differences between the Major Branches of Islam](#), YouTube, 2018, (10 min.)
- [Riz Ahmed Channel4 Diversity Speech](#) Video (23:24) 2017 Insights from experience.
- [Articles on Islamophobia](#), The Muslim Vibe website Islamophobia in the news.
- [The Muslim Vibe](#), Articles on Life, Faith, Culture, from a Muslim perspective.

Islam in Canada

- [Remembering the First Muslims in Canada](#), About Islam website. Canadian history
- [Early Glimpses of Ramadan in Toronto](#) Muslim Vibe website
- [The History of Muslims in Canada](#), timeline, iHistory Infographic summary
- [A Brief History of the Ismailis in Canada](#), article, 2017 The *jamaat* (Ismaili community) is well represented in business, political and cultural circles.
- [CTV Morning Live, Struggles of Modern Muslims](#), video, 2020 (5:35 min.)



Session 3: Anti-Asian Racism

Appreciating the Asian-Canadian Heritage

Pre-Workshop:

✚ Watch [Canadian Apartheid: Chinese Head Tax and racism's legacy - YouTube](#) (4:58 minutes).

✚ **One or more items** from the “Suggested Reading & Viewing Material” list below.

Intro: The goal of this session is to shine a spotlight on myths and attitudes towards Asians in Canadian history and contemporary society. Note that the Canadian Census uses [the term 'Asian'](#) pan-continently, (including West Central Asian, Middle Eastern, South Asian, East and Southeast Asian) but racism may manifest quite differently for each group. Asian-Canadians are the 2nd largest ethnic group in Canada, at 17.7% of the population.



Watch a selection of videos together. Ask participants to note the parts that they consider important or that surprised or disturbed them in any way.

Videos:

- [Eyes Open: an Anti-Asian Racism PSA](#), 2021, by Asian-Canadian artist Christopher Tse, 2:32 min.
- [AAPI Celebs team up for PSA on Anti-Asian Racism](#) 3:41 min. YouTube

Small Group Discussion:

The overview and videos highlighted changing forms of racism towards Asian-Canadians in Canadian history and the present day.

- What attitude or attitudes towards Asian people prevailed in the place you grew up? How has this changed over the years?
- What was your personal reaction to anti-Asian racism in our history? What were some of the things that surprised or disturbed you?
- What are the Asian stereotypes in popular culture, both positive and negative? What are the White stereotypes in popular culture? (Think about movies, media, songs, books etc.)

*Virtue is more to man than either water or fire.
I have seen men die from treading on water and
fire, but I have never seen a man die from
treading the course of virtue.*

– [Confucius](#)

*God will not ask man of what race he is.
He will ask, what has he done?*

– Sikhism, [Guru Nanak](#)

*See ye no strangers, rather see all men as
friends, for love and unity come hard
when ye fix your gaze on otherness.*

– [Abdu'l-Bahá](#), Bahá'í Faith

Debriefing:

Quotes and discussion questions to promote reflection and action

-
- How did this workshop (including preparation) change your feelings toward Asian-Canadians?
 - What recommendations would you have for addressing Anti-Asian racism in our community?
-



Suggested Reading & Viewing:

- [We Are Not Strangers, YouTube, 2014, \(15:20 min.\)](#) A moving commemoration of the eviction of over 250 Sikhs and other Indian citizens from Bellingham WA in 1907.
- [South Asian Canadian History](#) Timeline spanning 150 years.
- [The Sikh Migrants who Challenged Canadian Migration Law](#), video, 2021, (7:01 min.) In 1914, hundreds of Sikh, Muslim and Hindu passengers on the Komagatu Moru were denied entry to Canada.
- [Canadian Apartheid: Chinese Head Tax and racism's legacy YouTube](#), (4:58 min.), 2018
- [Chinese Head Tax and the Chinese Exclusion Act in Canada](#), article, 2020
- [Internment of Japanese Canadians | The Canadian Encyclopedia](#), Article giving an overview of the subject, noting controversy around terms such as “internment”.
- [Japanese Canadian Internment | Narrated by David Suzuki](#) YouTube, (11:15 min.), 2016 The story of the injustices and atrocities done towards Japanese-Canadians across the country, and in particular, British Columbia.
- [Japanese Canadian Internment - Nikkei Stories](#) YouTube, (4:22 min.), 2018
- [Should Anti-Asian Violence be charged as a Hate Crime](#) (10:55 min.) PBS Video Modern-day racism against Asians and Pacific Islanders. Building coalition.
- [Racism in Vancouver Real Estate](#), article, Georgia Straight News 1850's to present day.
- [Poll Shows Young Canadians Hardest Hit by Anti-Asian Racism](#) (4:43 min.) 2021
- [Noteworthy Canadians of Asian Descent](#), (website) From Payam Akhavan to Won Cumyow

Session 4: Antisemitism

A Cyclical Scourge



Pre-Workshop:

✚ Watch the video clip, [Antisemitism Explained](#), (6:03 min.) Read/watch **two or more items** from “Reading & Viewing Materials” list below, noting any questions.

✚ *Facilitator:* If possible, invite a guest speaker from the Jewish community to join you for this workshop or for a follow-up session to answer questions.

Intro: Although Judaism encompasses many different ethnic and cultural groups, Jews as a group have long been the target of hate crimes. The goal of this session is to illuminate the modern resurgence of a very old form of prejudice and discrimination, its transmission aggravated by the widespread use of social media.

Videos: Watch as a group. Ask participants to take note of the parts that they consider important or that surprised or disturbed them in any way.

- [Types of Jews: Ashkenazi, Sephardi, Mizrahi and More](#), (1:40 min.)
- [The St. Louis – story of the ship 900 Jews fleeing Nazi Germany 1939](#), (2:34 min.)
- [Multiple Truths – Peace requires more than choosing sides](#) (1:06 min.)

Small Group Discussion:

- What stereotypes & attitudes towards Jewish people were common in the place you grew up? How has this changed over the years?
- What is your personal reaction to antisemitism in our history and the present day? Are there elements that are surprising or uncomfortable?
- According to the IHRA⁶ definition, an example of antisemitism would be “Holding Jews collectively responsible for actions of the state of Israel”. How do you come to terms with this in your own thinking and your own life?



⁶ International Holocaust Remembrance Alliance.

*Do not seek revenge or bear a grudge
against anyone among your people, but
love your neighbour as yourself.*
– [Judaism, Leviticus \(Wayiqra\) 19:18](#)

*Knowledge is the best treasure that
a man can secretly hoard up in life.
Learning is the revered of the revered.*
– [Hindusim, Garuda Purana](#)

*Hear, O Israel: The Lord our God, the
Lord is one. Love the Lord your God
with all your heart and with all your
soul and with all your strength.
These commandments that I give you
today are to be on your hearts.*
– [Deuteronomy \(Devarim\) 6:4 to 6:9.](#)

Debriefing: Quotes and
discussion questions to promote
reflection and action

-
- How did workshop (including preparation) change your conception of Judaism?
 - What recommendations would you have for addressing antisemitism in our community?
-



Suggested Reading & Viewing Material:

- [National Holocaust Memorial Day](#), YouTube, (6:32) 2025 No matter what you think of the political situation, no one deserves to be hated.
- [PM Mark Carney at National Holocaust Monument](#), YouTube, (3:28) 2026 We must remember our history to ensure that we never repeat it.
- [The IHRA definition of antisemitism](#) International Holocaust Remembrance Alliance and the [Jerusalem Declaration on antisemitism](#) websites
- [What is Judaism and What do Jews Believe?](#) YouTube, (5:27 min.) 2021 Origins and types of Judaism & questions such as the meaning of 'the Chosen People'
- [13 Principles of Jewish Faith Explained](#) YouTube, (3:52 min.) Judaism's fundamental truths as formulated by Maimonides, one of the great codifiers of Jewish law
- [Jewish History in Canada](#) (1880 - 1981) pdf, 21 pages By Bernard Vigod, UNB
- [Humanist Common Ground: Judaism](#) website A brief overview of the history & branches of Judaism and description of the common bond of *tikkun olam* or *world repair*
- [Jewish Canadians, the Canadian Encyclopedia](#) website History of the Canadian Jewish community, now the fourth largest in the world
- [Sephardic, Ashkenazic, Mizrahi & Ethiopian Jews](#), article Jewish ethnic diversity explained
- [Why is Antisemitism still around?](#) YouTube, (6:34 min.) 2021 Jews experience many of the world's hate crimes, despite being less than 0.2% of the world's population
- [The Israel-Palestine Conflict Explained](#) YouTube (15:53 min.) 2026 Overview.
- [Anila Ali at the 2025 Lion of Judah Conference](#) YouTube (6:01) 2025 Imagine a world where Muslims fight antisemitism and Jews fight Islamophobia.

Session 5: Anti-Indigenous Racism

Re-evaluating Canadian History



Intro: The goal of this session is to develop a narrative that places Indigenous history at the starting point and central to the story we tell ourselves about Canadian history.

Pre-Workshop:

✚ Locate the 2 websites [Native Land interactive map](#) and [First People's Map of BC](#) and have them ready on a device that can be brought to the workshop.

✚ Watch [Wiigwaasabak – the Tree of Life](#) (22:08 min.) and read or watch **at least 1 item** from each section of *Suggested Reading & Viewing*.

Videos (to watch as a group)

- [What non-Indigenous Canadians Need to Know](#) (4:36 min.)
- [What is Treaty? Grand Chief Steven Point](#) (4:27 min.)

Small Group Discussion:

Step 1. B.C. has 203 First Nations, 36% of which have active or completed treaty negotiations as of 2021. Most of the land is unceded territory. You're encouraged to research this in greater detail in the resources given at the end of this workshop.

For this exercise, we'll be looking at a territorial map of North America, pre-colonization: the [Native Land interactive map](#). Individually or in pairs, locate the territory where you currently are and also the place you were born. Note down the **Native Territory, Language and applicable Treaties**, using this map and the [First People's Map of BC](#).

Step 2. Discuss and share, beginning with a round of responses from the individuals or pairs for the 1st question below.

- What new information did you learn in studying the maps?
- How does this change your concept of Canadian history? What were some of the things that surprised or disturbed you?
- What are some of the Indigenous stereotypes in popular culture, both positive and negative? (Think about movies, media, songs, books etc.)
- What attitude or attitudes towards Indigenous people prevailed in the place you grew up? How has this changed over the years?

*The first peace, which is the most important,
is that which comes within the souls of people when
they realize their relationship, their oneness,
with the universe and all its powers,
and when they realize that at the center of the
universe dwells Wakan-Tanka,
and that this center is really everywhere,
it is within each of us.*
– [Black Elk](#), Oglala Lakota (Sioux)

*In this world, hate never yet dispelled hate.
Only love dispels hate.
This is the law; ancient and inexhaustible.*
– [Buddhism, The Dhammapada](#)

Debriefing: Quotes and discussion questions to promote reflection and action

-
- What have we learned in this session? What needs to change?
 - What recommendations would you have for addressing Anti-Indigenous racism in our community?
-

Suggested Reading & Viewing:

Treaties & Relationship

- [We are All Treaty People](#) (Video, 13:03 min.) Illustrates the joint commitment from the Mi'kmaw community and the Province of Nova Scotia to deliver Treaty Education to all schools, the general public, and all public servants across Nova Scotia.
- [Trick or Treaty?](#) (NFB, YouTube, 1hr.24 min.) Covering a vast swath of northern Ontario, Treaty No. 9 reflects the often contradictory interpretations of treaties between First Nations and the Crown.
- [Canadians have been breaking their promises to Indigenous people](#) (Animated video, 6:00 min.) Filmmaker Tasha Hubbard narrates a history of Indigenous peoples in the Prairies and their relationship with the government, focusing on the events of the late 19th century.
- [BC Treaty 101](#) (Video, 3:39 min.) What is the made-in-BC treaty negotiations process? Why do we have it? This animated video explains the basics of treaty negotiations in BC.
- [BC Treaties Negotiation Update, BC Treaty Commission](#) (website) There are 65 First Nations that have entered, participated in, or have completed treaties through the treaty negotiations process in British Columbia.
- [Sharing the Experience, BC Treaty Negotiations](#) (Video, 22:11 min.) In 2000, the Final Agreement between the Nisga'a, Canada and BC came into effect and became the first modern treaty signed in BC.
- [Government of Canada, Indigenous History](#) (links to several resources) The modern-day perspective of the Government of Canada



Other resources

- [Siksika Nation hosts the Blanket Exercise](#) (3:39 min.) One community's experience
- [Blanket Exercise Website](#), and [Blanket Exercise Workshop](#) pdf (2 hours) Group participatory exercise to build understanding about our shared history as Indigenous and non-Indigenous peoples in Canada by walking through pre-contact, treaty-making, colonization and resistance.
- [Understanding Aboriginal Identity](#) YouTube (20:48 min.) BearPaw Media & Education Aboriginal identity remains inextricably linked with past government legislation and the continued stereotyping of Aboriginal people in the media and Canadian history.
- [The Seven Sacred Laws](#), series of 4 min. videos, Turtle Lodge or YouTube. The Seven Sacred Laws is a colourful and imaginative animated web series that follows a young boy on an Indigenous rite of passage: a vision quest. On his spiritual journey, he meets seven sacred animals that teach him the laws of respect, love, courage, honesty, wisdom, humility and truth.
- [Why aren't there more Native American Restaurants?](#) TED talk, Sean Sherman, 2021 (18 min.) History through the lens of food & culture.
- [From Bad Law to Restorative Justice with John Reilly](#), Raven, 2021, podcast (27:10 min.) Also see: [book review of Bad Law: Rethinking Justice for a Post-Colonial Canada](#)
- [TVO interview with Bob Joseph on the Indian Act](#) (25:35 min.) Since 1876, the Indian Act has structured the relationship between Canada and Indigenous Peoples with profound repercussions.
- [Aboriginal Peoples Television Network \(APTN\)](#) Our Stories. Our Voices. Award-winning television programming by, for and about Indigenous Peoples to share with all Canadians. Also see: [APTN National News](#)
- [12 CBC Docs on Indigenous Life in Canada](#) Indigenous storytellers with incredible tales and activists who are advocating for change
- [Toronto Star article: A History of Missteps](#) Timeline of Canadian political history of Indigenous relations from 1763 to 2007.

Session 6: Anti-Indigenous Racism

Indigenous Health: A Call to Action



Intro:

The goal of this session is to look at the relationship of individual and systemic racism through the lens of health and health care. Although healthcare in Canada is largely provincial, healthcare for Indigenous people is a federal responsibility. Several of the Truth & Reconciliation Commission Recommendations are devoted to health. The videos below made news in 2020 - 2021, provoking widespread concern.

Videos:

As a group, watch the videos below, noting down what seems pertinent to individual and systemic racism.

- [Ottawa promises to address anti-Indigenous racism in health care](#), CBC, (1:53 min.)
- [Racism against Indigenous peoples within BC health care](#), 2020, CBC, (2:02 min.)

Small Group Discussion:

Briefly review the [Section on Health](#) (#18-24 of the Calls to Action). Break into groups of 4 to 6 to discuss:

- What was your personal reaction to the racism in the videos? What surprised or disturbed you?
- How does individual racism relate to systemic racism?
- What actions should be taken to decrease or eliminate racism in health care?
- Recognizing that other systemic issues may not have received this attention, what can individuals and groups do to become aware of them?

Pre-Workshop:

(1) Go to [Delivering on Truth & Reconciliation Calls to Action \(thematic website\)](#). Please read the [Section on Health](#) (#18-24 of the Calls to Action).

(2) Read at least **one additional item** from the “Reading & Viewing materials” section below. Your thoughts on these will be welcome during the debriefing discussion.

He who does not seek to cause the sufferings of bonds and death to living creatures, but desires the good of all beings, obtains endless bliss.

– Hinduism, [The Laws of Manu](#)

There should be neither harming nor reciprocating harm.

– Islam, [Hadith](#)

Hurt none by word or deed, be consistent in well-doing.

– Buddhism, [Dhammapada](#)

Debriefing: Quotes and discussion questions to promote reflection and action

✚ What have we learned in this session? What needs to change?

✚ What are some recommendations to decrease anti-Indigenous racism in your neighbourhood or community?



Suggested Reading & Viewing Material:

- [Truth & Reconciliation Commission Calls to Action](#) (2015, pdf) summary of the 94 Recommendations
- [Beyond 94](#) CBC News website: provides up-to-date status reports on each call to action, detailed summaries, in-depth features, short video documentaries, etc.
- [Delivering on TRC Calls to Action](#) Government update, with What's Happening tabs.
- [School-based Indigenous Substance-abuse prevention – Background section](#)
- [United Nations Declaration on the Rights of Indigenous People](#) Website
- [Why Canada Needs a National Water Policy](#), Council of Canadians (article)
- [A mass grave unearths Canada's grim history](#) (article)
- [Canada's Native schools have been exposed, what about the US?](#) (article)
- [Surviving the Horror of Residential Schools by Skateboarding](#) (video, 15:45 min.) Joe Buffalo's story of trauma, addiction, sobriety and healing.

Session 7: Anti-Black Racism

Rediscovering Black History in Canada



Pre-Workshop:

✚ Read & watch [“The History of Canadian Slavery” Global News](#) article & videos.

✚ Read or watch **2 items** from the “Reading & Viewing Material” below. Your thoughts on these will be welcome during the debriefing discussion.

Intro:

The goal of this session is to explore Black history in BC and Canada.

Videos:

Watch the following videos as a group:

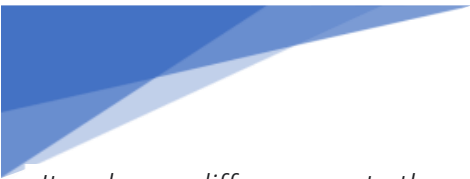
- [Canada’s often forgotten history of slavery](#), 2020, (2:06 minutes)
- [Living in Colour: The History of Black Racism in Canada](#) Global News (3:08 min)
- [Black Settlers in Victoria BC](#), 2020, (1:15 min.)

Small Group Discussion:

Step 1: Review [The History of Canadian Slavery](#) Global News article (see Pre-Workshop)

Step 2: In groups of 4 to 6 people, discuss the information and its implications for individuals and society. Discussion questions:

- Were you aware of Canada’s history of slavery and Black history in BC? Were there things that surprised or disturbed you?
- What are your feelings and thoughts now about Black history in Canada?
- How can you help to create greater appreciation of the Black community and Black history in Canada and BC?



*It makes no difference as to the name of God, since
love is the real God of all the world.*

– [Geronimo](#), Chiricahua Apache

*But whoever has worldly goods and sees his
brother or sister in need, and closes his heart
against him, how does the love of God remain in
him? Little children, let's not love with word or with
tongue, but in deed and truth.*

– Christian, [1 John 3:17-18](#)

*Love is the cause of the civilization
of nations in this mortal world!*

– Bahá'í Faith,

[Selections from the Writings of Abdu'l-Bahá](#)

Debriefing: Quotes and
discussion questions to promote
reflection and action

-
- How can this country become truly inclusive and appreciative of its Black community? What needs to change?
 - What recommendations would you have for addressing Anti-Black racism in your neighbourhood or community?
-



Suggested Reading & Viewing Material:

- [Living in Colour: Being Black in Canada](#) Video (22:17 min.) Creating a more equitable society in Canada
- [BC Black History Awareness Society \(website\)](#) Resources, stories, articles
 - [Sir James Douglas](#) (article) Vancouver Island's Scotch West Indian Governor
 - [Black Settlers in BC](#) (article) In 1858 nearly 800 free Blacks left the oppressive racial conditions of San Francisco for a new life on Vancouver Island
- [BC Entrepreneurs, Businesses, Shops & Services](#) Digital Museums Canada
- [Viola Desmond's story, Canadian Museum of Human Rights](#) (article) In November 1946, hair salon owner Viola Desmond went to a film at the Roseland Theatre in New Glasgow, Nova Scotia. But what began as a night at the movies became a night in prison.

Session 8: Anti-Black Racism



Black History in North America



Pre-Workshop:

✚ Watch [The Racial Wealth Gap](#), video, (16:12 min.)

✚ Read or watch **2 or more items** from the “Reading & Viewing Material” list below. Your thoughts on these will be welcome during the debriefing discussion.

Intro: The goal of this session is to explore the connections between Black history on our continent and the present Black Lives Matter movement.

Videos:

- [Martin Luther King Jr. 'I have a dream' speech](#) (1:11 min.)
- [Amend: The Fight for America, trailer](#) (2:39 min.)

Small Discussion Groups:

Step 1: (Overview, Black Lives Matter) **Black Lives Matter** is an activist movement that began following the acquittal of George Zimmerman for the shooting death of Trayvon Martin, an unarmed African-American teenager killed in Florida in July 2013. Local and national protests were later sparked by the deaths of other unarmed African-Americans, bringing the movement to increasing public attention. Following the killing of George Floyd in Minneapolis in 2020, an estimated 15 million to 26 million people participated in the Black Lives Matter protests in the United States, making it one of the largest movements in the country's history. Black Lives Matter became a global rallying cry as protests quickly spread around the globe⁷.

Step 2: In groups of 4 to 6 people, discuss the video of Black history on this continent and its present-day consequences. Discussion questions:

- How aware were you of Black history on this continent? What are your present feelings and thoughts?
- How do you think we can create individual and social change towards correcting the injustices that have resulted in social inequality?
- What attitude or attitudes prevailed in the place you grew up? How has this changed over the years?
- What are the Black stereotypes in popular culture, both positive and negative?

⁷ [Vox article, BLM has become a Global Rallying Cry, 2020](#)

Whenever a person breaks a stick in the forest,
let him consider what it would feel like if it were
himself who was thus broken.”

- [Yoruba Proverb African Traditional \(Nigeria\)](#)

That which is despicable to you, do not do to
your fellow, this is the whole Torah
and the rest is commentary...

– Judaism, [Rabbi Hillel](#)

None of you [truly] believes until he loves for his
brother what he loves for himself.

– Islam, [Hadith #13](#)

Debriefing:

Quotes and discussion questions to
promote reflection and action.

-
- What did we learn? What needs to change?
 - How can we contribute to systemic change here and elsewhere?
-

Suggested Reading & Viewing Material:



- [Seeing White John Biewen](#) TED talk, (18:32 min.) John Biewen addresses the question: “How did racism start?”
- [Reconstruction in America](#) Video (6:19 min.) The critical period of 1865-1876
- [Amend: The Fight for America Trailer](#), (2:39 min.) Will Smith, 6-part docu-series, 2021, Netflix & YouTube. The story of America's 14th Amendment.
 - [Amend: Episode 1](#) YouTube (55:18 min.) Citizenship & Equality
 - [Amend: Episode 2](#) YouTube (56:09 min.) Following the Civil War
 - [Amend: Episode 3](#) YouTube (57:17 min.) The Jim Crow era
- [“The Birth of a Nation”](#) c. 1915 American film, (3:13 hrs), YouTube

Note: You may wish to read this [Washington Post article](#) before deciding whether to watch this film. As it notes, *The Birth of a Nation* is “one of the most reprehensibly racist films in Hollywood history” and “Its racist imagery has reverberated for a century”. Although it was controversial from the beginning, it was a widely viewed and profoundly influential film.