



**THE HARRIET TUBMAN INSTITUTE CELEBRATES;  
INTERNATIONAL DAY FOR THE  
ELIMINATION  
OF RACIAL DISCRIMINATION**



**PLEASE JOIN OUR GRADUATES STUDENTS' CAUCUS  
CONVERSATION ON HOW TO RESIST RACIAL  
DISCRIMINATION AT THE UNIVERSITY INSTITUTION  
ON MARCH 28, 2023  
AT THE HTI RESOURCE CENTER FROM 1-2:30 PM.**

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**VEUILLEZ-VOUS JOINDRE À LA CONVERSATION  
ORGANISÉE PAR LE CAUCUS DE NOS ÉTUDIANT-E-S  
GRADUÉ-E-S DE L'INSTITUT HARRIET TUBMAN SUR LA  
RÉSISTANCE À LA DISCRIMINATION RACIALE AU NIVEAU  
DE L'INSTITUTION UNIVERSITAIRE, LE 28 MARS AU  
CENTRE DE RESSOURCES HTI DE 13 H À 14 H 30.**



MARCH 21ST MARKS THE INTERNATIONAL DAY FOR THE ELIMINATION OF RACIAL DISCRIMINATION. AT THE HARRIET TUBMAN INSTITUTE, WE STAND AGAINST RACIAL DISCRIMINATION, PREJUDICE, AND INTOLERANCE.

ON THIS DAY, WE PAY TRIBUTE TO ALL WHO HAVE BEEN KILLED BECAUSE OF ANTI-BLACK RACISM AND INTOLERANCE OF RACIAL DIFFERENCES AT THE INTERSECTION OF SEXUALITY, ETHNICITY, RELIGION AND ABILITY.

IN MEMORY OF :  
REGIS KORCHINSKI PAQUET, JAMAL FANCIQUE AND ALL OTHER UNNAMED BLACK INDIVIDUALS.

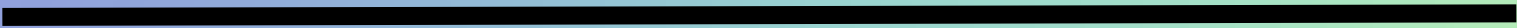
MORGAN BEATRICE HARRIS, MARCEDES MYRAN OF LONG PLAIN FIRST NATION; REBECCA CONTOIS FROM O-CHI\_CHAK-KO-SIPI\_FIRST NATION AND ALL INDIGENOUS PEOPLE INCLUDING WOMEN AND GIRLS MISSING;

AFZAAL FAMILLY: SALMAN AFZAAL, MADIHA SALMAN, YUMMA AFZAAL TALAT AFZAAL AND ALL WHO HAVE BEEN KILLED BECAUSE OF THEIR MUSLIM FAITH.

WE STAND FOR SOCIAL JUSTICE, EQUITY, AND DIVERSITY.

WE STAND FOR A BETTER WORD THAT RECOGNIZES OUR COMMON HUMANITY.

*GERTRUDE MIANDA, DIRECTOR OF THE HARRIET TUBMAN INSTITUTE, PROFESSOR OF GENDER AND WOMEN’S STUDIES, GLENDON, YORK UNIVERSITY*



LE 21 MARS MARQUE LA JOURNÉE INTERNATIONALE POUR L’ÉLIMINATION DE LA DISCRIMINATION RACIALE.

A L’INSTITUT HARRIET TUBMAN NOUS NOUS OPPOSONS À LA DISCRIMINATION RACIALE, AUX PRÉJUGÉS ET À L’INTOLÉRANCE.

NOUS RENDONS HOMMAGE, EN CE JOUR, À TOUTES LES PERSONNES QUI ONT ÉTÉ TUÉES À CAUSE DU RACISME ANTINOIR ET DE L’INTOLÉRANCE DES DIFFÉRENCES RACIALES À L’INTERSECTION DE LA SEXUALITÉ, DE LA RELIGION ET DES CAPACITÉS.

EN MÉMOIRE DE :  
REGIS KORCHINSKI PAQUET, JAMAL FANCIQUE ET TOUTES LES PERSONNES NOIRES DONT ON NE CONNAIT PAS LES NOMS.

MORGAN BEATRICE HARRIS, MARCEDES MYRAN DE LONG PLAIN PREMIÈRE NATION ; REBECCA CONTOIS DE O-CHI\_CHAK-KO-SIPI PREMIÈRE NATION ET TOUTES LES PERSONNES AUTOCHTONES INCLUANT LES FEMMES ET FILLES TUÉES OU PORTÉES DISPARUES

LA FAMILLE AFZAAL: SALMAN AFZAAL, MADIHA SALMAN, YUMMA AFZAAL TALAT AFZAAL ET TOUTES LES PERSONNES MUSULMANES QUI ONT ÉTÉ TUÉES À CAUSE DE LEUR CROYANCE RELIGIEUSE.

NOUS SOMMES POUR LA JUSTICE SOCIALE, L'ÉQUITÉ ET LA DIVERSITÉ. NOUS SOUHAITONS UN MONDE MEILLEUR DANS LEQUEL NOUS CÉLÉBRERONS NOTRE HUMANITÉ COMMUNE.

*GERTRUDE MIANDA, DIRECTRICE DE L’INSTITUT HARRIET TUBMAN, PROFESSEURE EN ETUDES DES FEMMES ET DE GENRE, GLENDON, UNIVERSITÉ YORK*

THE HARRIET TUBMAN INSTITUTE  
YORK UNIVERSITY

**WE ASKED OUR GRADUATE STUDENTS WHAT CAN BE DONE TO ADDRESS RACIAL DISCRIMINATION IN HIGHER EDUCATION AND THE UNIVERSITY?**



**AMARACHI CHUKWU**  
**PH.D. STUDENT, GENDER, FEMINIST AND WOMEN'S STUDIES**  
**RECOGNIZING THE UNIVERSITY AS A SITE WHOSE POWER HAS OFTEN BEEN USED TO LEGITIMIZE PRIVILEGED DISCOURSES AND A SPACE SHAPED BY THE OPPRESSIVE CONTEXTS IT EXISTS WITHIN, ADDRESSING RACIAL DISCRIMINATION HERE REQUIRES RADICAL ACTION AT ALL LEVELS TO ELIMINATE THE ROOT VIOLENCE OF WHITE SUPREMACY AND ITS LOGICS THAT ARE EVIDENT FROM CURRICULUM TO HIRING PRACTICES TO SECURITY AND SAFETY. TANGIBLE CHANGES INFORMED BY RACIALIZED COMMUNITY MEMBERS' STATED NEEDS AND DEMANDS AS WELL AS AN EXAMINATION OF THE UNIVERSITY ARE NECESSARY IN ADDRESSING THE SYSTEMIC ISSUES OF RACISM IN THE UNIVERSITY. AS A MEMBER OF THE GRADUATE STUDENT UNION I KNOW THERE HAVE BEEN CALLS FOR ACTIONS LIKE; REIMAGINING SAFETY BEYOND POLICING AND KEEPING COPS OFF CAMPUS, DECOLONIZING PEDAGOGIES AND CURRICULA THAT VALOURIZE WESTERN WAYS OF KNOWING, CREATING REPORTING SYSTEMS THAT CAN HOLD PERPETRATORS OF RACIAL VIOLENCE ACCOUNTABLE, COLLECTING DISAGGREGATED RACE BASED DATA TO UNDERPIN AUTHENTIC INCLUSION, AND COUNTLESS MORE. THE ELIMINATION OF RACIAL DISCRIMINATION IN THE UNIVERSITY REQUIRES PROVIDING TANGIBLE SUPPORT FOR RACIALIZED STUDENTS, FACULTY AND STAFF WHILE WORKING TO MAKE SUBSTANTIAL CHANGES TO THE CIRCUMSTANCES HERE THAT ARE ACTIVELY CAUSING THEM HARM. MOVING BEYOND POSTURING IN STATEMENTS AND POLICIES TO ENACTING WHAT IS PROMISED WITHIN THEM WITH A SENSE OF URGENCY.**

**CHIDINMA UMAHI ODI NWANKWO**  
**M.A GRADUATE, INTERDISCIPLINARY STUDIES**



**AS WE CELEBRATE THE INTERNATIONAL DAY FOR THE ELIMINATION OF RACIAL DISCRIMINATION, IT GIVES US THE OPPORTUNITY TO REFLECT ON THE ROLE OUR EDUCATIONAL SYSTEM WOULD PLAY IN SYSTEMIC CHANGES TOWARD ANTI-RACIAL FRAMEWORK AND PRACTICES. AS A HUMAN RIGHTS ADVOCATE, I BELIEVE TODAY'S CELEBRATION CALLS FOR:**

- 1. THE NEED TO PROMOTE COLLABORATION AND PROACTIVELY LISTEN TO THE NEEDS OF MINORITY GROUPS FOR INCLUSION AND EQUAL REPRESENTATION. THIS ENTAILS CREATING MORE SPACES FOR DIALOGUES THAT WILL PROMOTE PEACE, RESOURCE SHARING AND FUNDING OF PROJECTS THAT WILL ERADICATE ANTI-RACISM, ETC.**
- 2. REFLECTING ON BAD PRACTICES AND ERADICATING THE CULTURE OF SILENCING THE VOICE OF INDIVIDUALS OR GROUPS ON THE SUBJECT MATTER OF RACISM.**



**IFY OKADIGBO**  
**PHD. RESEARCHER, SCHOOL OF GENDER FEMINIST AND WOMEN'S STUDIES**

**RACIAL DISCRIMINATION REMAINS PERVASIVE IN ALL SECTORS OF CANADIAN SOCIETY AND STRATEGIES TO MEANINGFULLY DISMANTLE IT REMAIN ELUSIVE. THE EFFECTS OF RACIAL DISCRIMINATION ARE DEHUMANIZING, AND THE LONG-TERM EFFECTS ON PEOPLE OF COLOR IS CONNECTED TO THE BROADER CHALLENGES WE FACE IN OUR DAILY LIVES, PARTICULARLY IN THE WAYS WE VALUE AND SEE OUR POSITION IN THE WORLD. THE MULTI-CULTURAL AND DIVERSE ENVIRONMENT THAT EXIST IN HIGHER EDUCATION, CREATES A UNIQUE LOCATION FOR ISSUES OF RACIAL DISCRIMINATION TO BE TANGIBLY CONFRONTED AND TACKLED. THE TASK OF CENTERING ANTI RACIST EFFORTS THAT ULTIMATELY CONTRIBUTE TO BRINGING ABOUT AN END TO RACIAL DISCRIMINATION IN UNIVERSITIES, REQUIRES A MULTI-PRONGED APPROACH. THIS APPROACH MUST BE ONE THAT ENGAGES STUDENTS, FACULTY/ADMINISTRATORS, AND THE BROADER EDUCATIONAL INSTITUTION SIMULTANEOUSLY. FOR FACULTY/INSTRUCTORS/TEACHERS, ACKNOWLEDGE YOUR BIAS, FOSTER A LEARNING ENVIRONMENT THAT PRIORITIZES THE CULTURAL DIFFERENCE THAT EXIST IN THE CLASSROOM AND VALIDATE MULTIPLE PERSPECTIVES. LISTEN TO LEARN AND NOT TO JUDGE OR PROVIDE A COUNTER WHEN STUDENTS OF COLOR SHARE THEIR EXPERIENCE OF RACIAL DISCRIMINATION. FOR INSTITUTIONS, CONCERTED EFFORTS MUST BE MADE TO ROBUSTLY BUILD AN ANTI-RACIST UNIVERSITY BY TRULY DECOLONIZING THE CURRICULUM IN ADDITION TO HIRING AND PROMOTING RACIALLY DIVERSE FACULTY. STEPS MUST BE TAKEN TO ERADICATE THE CULTURE OF SILENCE AND ESTABLISH AN ENVIRONMENT WHERE STUDENTS AND FACULTY ARE ENCOURAGED TO SPEAK OUT WHEN THEY EXPERIENCE RACISM WITHOUT FEAR OF REPERCUSSION. ULTIMATELY, ACCOUNTABILITY MUST BE PRIORITIZED TO ENSURE THAT ANTI-RACIST EFFORTS ARE PRODUCED AND SUSTAINED. AS JANE ELLIOT (DIVERSITY EDUCATOR) POINTS OUT, THE GOAL IS NOT TO CREATE A MELTING POT, BUT A SALAD BOWL WHERE BLACK PEOPLE IN THEIR UNIQUENESS, CAN EXIST AS THEIR FULL SELVES WITHOUT FEAR OF CENSORSHIP.**

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## **LARAIB KHAN – 1ST YEAR PHD. IN HUMANITIES**



**RACIAL DISCRIMINATION IS UNFORTUNATELY A PHENOMENON THAT IS STILL PREVALENT TODAY. BEING ABLE TO RECOGNIZE THAT IT EXISTS IN ALMOST EVERY ASPECT OF OUR SOCIETY IS CRUCIAL. BEING A UNIVERSITY STUDENT AND NOW WORKING AS A TEACHER'S ASSISTANT IN THE HIGHER EDUCATION DEPARTMENT, I HAVE WITNESSED SYSTEMIC RACISM MOSTLY THROUGH THE COURSES' STRUCTURE AND INFORMATION SELECTION. FOR ME, THE MAIN ACTION THAT COULD BE TAKEN FROM A PEDAGOGICAL POINT OF VIEW IS FIRSTLY, THE RECOGNITION OF A COLONIAL AND OUTDATED SYLLABUS ESPECIALLY IN THE HUMANITIES DEPARTMENT, AND SECONDLY, TAKING ACTION TO SHIFT THE HOMOGENOUS, WHITE, BASED COURSE SELECTION. TO BE SPECIFIC, MANY OF THE FUNDAMENTAL COURSES AT UNIVERSITIES INCLUDE TEXTS FROM THE COLONIAL CANON – WHITE PHILOSOPHERS, INVENTORS, PHILANTHROPISTS AND AUTHORS ARE APPRAISED AND ANALYZED IN LITERATURE OR SOCIAL STUDIES. HOWEVER, THERE NEEDS TO BE THE INCLUSION OF MANY GREAT SCHOLARS – MAY IT BE ANCIENT, OR CONTEMPORARY – THAT HAVE CONTRIBUTED TO OUR MODERN UNDERSTANDING. MANY COURSES LACK THE INCLUSION OF MUSLIM PHILOSOPHERS, AFRICAN AUTHORS, INDIGENOUS WAYS OF SOCIAL UNDERSTANDING, AND MUCH MORE. THEREFORE, FOR ME, JUST ADDRESSING RACIAL DISCRIMINATION IN HIGHER EDUCATION ISN'T ENOUGH, I THINK IT'S HIGH TIME THERE IS A STRUCTURAL SHIFT IN THE ACTUAL EDUCATIONAL MATERIAL AS WELL. IT'S BEEN OVER A CENTURY SINCE THE KNOWLEDGE PRODUCTION IS BASED ON PRAISING AND RECOGNIZING WHITENESS, BY INCLUDING A DIVERSE RANGE OF COURSE MATERIAL, I BELIEVE THE KNOWLEDGE PRODUCTION CAN BE SHIFTED FOR THE FUTURE SCHOLARS.**

**WITH OUT ADDRESSING THE BITTER ROT AT THE ROOT OF MANY ACADEMIC CENTERS THERE IS LITTLE THAT CAN BE DONE OF SUBSTANCE. HOWEVER, THE FIRST STEP I FIRMLY BELIEVE IS TO CREATE A REALM WHERE BIPOC FEEL SEEN AS ACADEMICS. THIS MEANS CREATING SPACE WHERE BIPOC ACADEMICS FEEL SUPPORTED IN ALL MANNER OF THE WORD. SPECIFICALLY, THIS SHOULD LOOK LIKE EXTERNAL FORCES LIKE CREATING MORE STUDENT FOCUSED JOURNALS THAT UPLIFT THE THOUGHTS OF BIPOC BUT ALSO CREATING MORE PATHWAYS FOR BIPOC ACADEMICS TO DELVE INTO THEIR INTELLECTUAL JOURNEYS WITH OUT THE BURDEN OF FINANCIAL UPKEEP. FINALLY, WE MUST ALSO ENSURE THAT UNIVERSITIES HIRE FACULTY THAT AT THE VERY LEAST UNDERSTAND OUR LIVES AND OUR STORIES. TO OFTEN HAVE BIPOC SHARED THE EXPERIENCE OF BEING HUSHED BY PROFESSORS WHETHER IT WAS IN THE CLASSROOMS OR ON OUR PAPERS FOR SHARING IDEAS THAT CHALLENGED THEIR WORLD VIEW. EMPATHY BACKED WITH ACTION IS THE ONLY WAY WE CAN EMERGE OUT OF THIS PREDICAMENT.**



**KAYNE RIVERS, PH.D. STUDENT,  
SOCIOPOLITICAL THOUGHT**



**SOFIA AHMED  
PH.D. STUDENT, GENDER, FEMINIST AND WOMEN’S STUDIES**

**THE SOCIETY VALUED AND FAVOURED SOME COMMUNITIES, AND SOME ARE DEVALUED AND OPPRESSED. WOMEN, RACIALIZED MINORITIES, INDIGENOUS POPULATIONS, AND PEOPLE WITH DISABILITIES ARE A FEW EXAMPLES OF GROUPS THAT MAY FACE INJUSTICE, DISCRIMINATION, RACISM, AND OPPRESSION OF ALL SORTS. ESPECIALLY WOMEN FROM RACIAL BACKGROUND CAN BE IN ‘TRIPLE TO QUADRUPLE JEOPARDY’ OF EXPERIENCING DISCRIMINATION IN IMPORTANT STRUCTURES OF SOCIETY. TO ADDRESS THE DIRECT AND INDIRECT RACIAL DISCRIMINATION, FIRST IT NEEDS TO DEFINE ON MICRO, MEZZO AND MACRO LEVELS. UNIVERSITIES MUST DEVOTE RESOURCES TO DEFINING AND COMPREHENDING THE DEPTH AND SCOPE OF THE UNFAVOURABLE EXPERIENCES THAT BLACK, ASIAN, AND MINORITY ETHNIC STUDENTS ENCOUNTER IN ORDER TO SUCCESSFULLY COMBAT RACISM. UNIVERSITIES ALSO NEED TO FOCUS ON TRANSNATIONAL FEMINISM BECAUSE GLOBAL SOUTH AND NORTH FEMINISTS NEED FEMINISM AND EACH OTHER BOTH SO THAT THEY CAN SHARE THEIR EXPERIENCES, DIFFICULTIES, AND/OR AS AHMED (2017) ARGUES THAT TO SURVIVE, KILLJOY MOMENTS, EVEN THOUGH THEY CAN BE KILLJOYS TO EACH OTHER (P, 244). ARGUABLY, ALL TRANSNATIONAL FEMINISTS SHOULD BE “KILLJOYS” BECAUSE THEY ARE CRITICAL OF HAPPINESS DERIVED FROM DOMINATION. UNIVERSITIES ALSO NEEDS A LOT OF REPRESENTATION FROM VARIOUS RACIAL BACKGROUND IN THEIR FACULTY AND STAFF WHO ARE TRAINED PROPERLY ON CULTURAL COMPETENCE.**

**YES, I AM BLACK**

**I AM A BLACK WOMAN WITH EYES  
I AM A BLACK WOMAN WITH EARS  
I AM A BLACK WOMAN WITH HANDS  
I AM A BLACK WOMAN WITH FEET  
I AM A BLACK WOMAN WITH A BRAIN  
YES, I AM BLACK**

**I AM A BLACK WOMAN IN THE WORLD  
I AM A BLACK WOMAN IN THE STORE  
I AM A BLACK WOMAN IN THE PARK  
I AM A BLACK WOMAN IN THE STREET  
I AM A BLACK WOMAN IN THE COMMUNITY  
YES, I AM BLACK**

**I AM A BLACK WOMAN IN ACADEMIA  
I AM A BLACK WOMAN IN THE CLASSROOM  
I AM A BLACK WOMAN IN THE LIBRARY  
I AM A BLACK WOMAN IN THE HALLWAY  
I AM A BLACK WOMAN IN THE MEETING ROOM  
YES, I AM BLACK**

**I AM A BLACK WOMAN DO YOU SEE ME  
I AM A BLACK WOMAN DO YOU HEAR ME  
I AM A BLACK WOMAN DO YOU KNOW ME  
I AM A BLACK WOMAN DO YOU ACKNOWLEDGE ME  
I AM A BLACK WOMAN DO YOU VALUE ME  
YES, I AM BLACK**

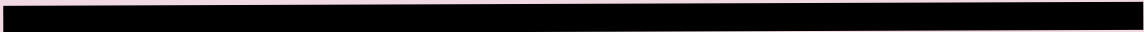
**I AM A BLACK WOMAN THAT IS SEEN  
I AM A BLACK WOMAN WHO HAS A VOICE  
I AM A BLACK WOMAN THAT IS KNOWN  
I AM A BLACK WOMAN THAT HAS AUTONOMY  
I AM A BLACK WOMAN THAT OOZES POTENTIAL  
YES, I AM BLACK**



**SHARON HENRY  
PH.D. CANDIDATE, SOCIOLOGY**

**AS ANOTHER YEAR OF THE INTERNATIONAL DAY OF THE ELIMINATION OF RACIAL DISCRIMINATION BEGINS ON MARCH 21ST, 2023, LET US NOT FORGET OUR ANCESTORS THAT HAVE GONE ON BEFORE US WITHOUT TASTING THE FRUITFULNESS OF RACIAL EQUALITY, RACIAL EQUITY, RACIAL INCLUSIONS, AND THE RIGHT FOR ALL PERSONS TO BE SEEN AS HUMAN BEINGS.**

**THIS DAY FOR ME IS ANOTHER DAY OF REFLECTION ON HOW FAR WE STILL NEED TO GO WHEN WE CONSIDER THE FRUITS OF RACIAL EQUALITY, RACIAL EQUITY, AND RACIAL INCLUSION WITHIN THIS SYSTEM CALLED ACADEMIA. THE ELIMINATION OF RACIAL DISCRIMINATION SEEMS SO ELUSIVE; THEREFORE, WHEN WE AS BLACK PEOPLE CAN ENTER BOARD ROOMS AND SEE OUR BROTHERS AND OUR SISTERS AT THE HEAD OF THE EXECUTIVE TABLES, OR WHEN WE CAN SEE OUR BROTHERS AND OUR SISTERS IN PICTURES AND PORTRAITS ON THE WALLS IN KT, THEN AND ONLY THEN CAN WE SAY THAT WE HAVE TASTED OF THE FRUITS OF OUR ANCESTOR'S LABOUR HERE IN ACADEMIA. THERE IS STILL MUCH WORK TO BE DONE HERE, IN CANADA, AND INTERNATIONALLY.**



**Dhouha Triki**  
PH.D. Student, Gender, Feminist & Women's Studies

**THE ACADEMY IS A COMPLEX INSTITUTION THAT IS BUILT UPON YEARS OF RACE AND CLASS INEQUITIES - AND AS RACIALIZED STUDENTS, FACULTY AND STAFF, IT BECOMES A PLACE THAT MANY OF US DO NOT FIT INTO. IF WE COUPLE THESE PHENOMENA WITH THE WAYS IN WHICH RACIALIZED FOLKS IN HIGHER LEARNING SPACES EXPERIENCE WHITE SUPREMACY, ADDRESSING RACIAL DISCRIMINATION IN UNIVERSITIES AND COLLEGES REVEALS ITSELF AS COMPLEX AND NUANCED.**

**FROM THIS STANDPOINT, I THINK UNIVERSITIES CAN BEGIN TO ADDRESS RACIAL DISCRIMINATION BY RECOGNIZING AND ADDRESSING RACIAL TENSIONS WHEN THEY ARISE - WHETHER IN A CLASSROOM, DURING OFFICE HOURS, OR DURING ADMINISTRATIVE MEETINGS.**

**WHILE MANY OF US ARE PRIVILEGED TO BE IN THESE SPACES, WE ARE FACED WITH EVER-INCREASING TUITION FEES, AND COST OF LIVING, SUCH AS FOOD INFLATION, TRANSPORTATION COSTS, CHILD CARE, AND MEDICAL CARE, AMONG OTHERS. TO ME, THIS MEANS THAT RACIALIZED STUDENTS FROM WORKING-CLASS BACKGROUNDS ARE NOT ALWAYS AFFORDED THE LUXURY OF BEING FULL-TIME STUDENTS; THEY ARE OFTEN A STUDENT, A WORKER, CARETAKERS, AND COMMUNITY WORKERS. IN ORDER TO THINK ABOUT CREATING RACIAL EQUITIES IN UNIVERSITY SPACES, DECISION-MAKERS IN HIGHER LEARNING MUST FIRST GRAPPLE WITH THE REALITIES OF THEIR RACIALIZED STUDENTS' LIVES.**