JUNE 5, 2022

REACH:
RESOURCES LIBRARY

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Contents

Introduction

This resource library is not an exhaustive list of the literature, and is intended as a living document which will be added to by those who use it. The initial version (May 2022) was created through an initial search conducted by Morwenna Rogers from PenARC. Subsequent literature was found by myself, Dr Bethany Roberts, from citations within the initial literature list and through Google scholar searches. The searches were very informal, and not all literature from all searches are included below. Mainly, I tried to choose literature which was accessible to a wide readership, which would be useful in helping individuals learn more about decolonising the University, and that focussed on research topics relevant to the European Centre.

User Guide

Some resources are repeated where they are relevant to multiple topics, when adding your own literature please do add it into multiple sections and make new sections where needed. Heading styles were used to easily generate contents pages and hyperlinks to reading notes.

Sections overview

The document is sorted into three sections: i) professional development, ii) pedagogical practice and iii) research topics and methods. An overview of each section is provided below:

Professional development contains literature which is relevant to the broader goal of decolonising the University, this makes it a good starting point for beginning to understand the true purpose of what it means to decolonise academia. It would also be useful for those involved in University Committees and policy making and for team leaders to learn more about power dynamics within their teams. Pedagogical practice

Pedagogical practice contains literature particularly relevant to decolonising the curriculum, and creating an anti-racist curriculum. It also has an interesting paper on how to navigate conversations on anti-racism and decolonisation without centering white discomfort. This section is most relevant for those who are involved in teaching students.

Research topics and methods contains literature covering a range of topics which are broadly relevant to the European Centre's research themes. It also contains pieces relating to research methodologies, for example reporting demographics; co-creating research design with Indigenous and western knowledge; and ways of engaging research participants. This section is relevant for those wanting to do personal learning, as it covers a number of interesting topics, as well as those who are involved in teaching and research practices.

Approximate read times

Each paper includes an approximate read time, to help counteract the narrative of being too time poor to engage in reading in relation to anti-racism and decolonisation. This practice was inspired by Dr Maisha Reza, from the College of Medicine and Health, who does this for her students to

allow them time for both reading and reflection. If you would like to do this for your course materials, you can use this online tool: https://thereadtime.com/

Reading notes

At the end of the document, there are reading notes for some of the papers. Papers with reading notes at the end have hyperlinked titles which you can click and it will take you to the corresponding notes. Not all papers have notes, this does not reflect the papers themselves but merely which papers I was able to read in depth.

Things to consider when searching for literature

When searching for literature yourself, these are some of the things that I think about when deciding how suitable a paper is, particularly in relation to decolonisation, anti-racism and international research.

Firstly, **when was the paper published?** This is a very quickly moving area of research, and so older papers may use outdated language and demographic categories, as well as theories. If an older paper looks interesting, check to see whether it is being cited in more current literature.

Particularly relevant for this field, and when looking at international studies is to see **who are the authors?** Whilst it is not always possible to tell somebodies race, ethnicity or cultural background from their name, checking names can be a good place to start to try and get a sense of whether the authors are all white. Whilst white people must do this work, they do not have lived experience of racism and so read these papers with a critical awareness that it was written by all white authors and therefore this will impact upon the framing of the paper. For **international research, are there co-authors from the study country?** If not, then again use a critical lens when reading this paper. If there are other papers on similar topics, with co-authors from the study country then consider using these instead, or critically compare the two to see whether their framing differs.

It has been interesting to note how much **language differs between studies.** For example, the terms African-American, Black and Blacks have been used throughout the literature. Personally, I do not consider Blacks an appropriate terminology and would not choose to use this in my own writing. Equally, the terms race, ethnicity and cultural background are often misused in papers, with demographics including a mixture of racial and ethnic identities in the same lists. Therefore, be mindful when reading different papers of the terms they are using, and when it comes to your own writing reflect on the most appropriate terminologies to use.

Professional development

Access to Higher Education

Williams, P., et al., 2019. **The Broken Pipeline: barriers to Black PhD students accessing Research Council Funding**.
https://leadingroutes.org/mdocs-posts/the-broken-pipeline-barriers-to-black-students-accessing-research-council-funding

Anti-racism

Ford, C.L., Airhihenbuwa, C.O., 2010. **Critical race theory, race equity, and public health: Toward antiracism praxis**. Am. J. Public Health 100, 693–698. https://doi.org/10.2105/AJPH.2009.171058

Decolonisation

Grue, M., 2021. **Diversify or Decolonise? What You Can Do Right Now and How to Get Started**, in: Thomas, D., Arday, J. (Eds.), Doing Equity and Diversity for Success in Higher Education. Palgrave Macmillan, Switzerland.

Decolonising academia

Arday, J., Mirza, H.S. (Eds.), 2018. **Dismantling race in higher education: Racism, whiteness and decolonising the Academy, Dismantling Race in Higher Education: Racism, Whiteness and Decolonising the Academy**. Palgrave Macmillan, Cham, Switzerland. https://doi.org/10.1007/978-3-319-60261-5

Appleton, N. S. 2019. **Do not 'decolonize'… if you are not decolonizing: progressive language and planning beyond a hollow academic rebranding**. [Blog post]. From: http://www.criticalethnicstudiesjournal.org/blog/2019/1/21/do-not-decolonize-if-you-are-not-decolonizing-alternate-language-to-navigate-desires-for-progressive-academia-6y5sg (Accessed on 03.05.22) (read time approx. 10 minutes)

Bhopal, K., Pitkin, C., 2020. **'Same old story, just a different policy': race and policy making in higher education in the UK**. Race Ethn. Educ. 23, 530–547. https://doi.org/10.1080/13613324.2020.1718082 (read time approx. 30 minutes)

Liyanage, M., 2020. **Miseducation: decolonising curricula, culture and pedagogy in UK universities**, Higher Education Policy Institute (HEPI). (read time approx. 50 minutes)

Saini, R., 2020. **From management meetings to meaningful change: risks of institutional capture in the decolonisation of UK higher education and recommendations for delivering structural change** [Blog post]. From: https://blogs.lse.ac.uk/impactofsocialsciences/2020/08/11/from-management-meetings-to-meaningful-change-risks-of-institutional-capture-in-the-decolonisation-of-uk-higher-education-and-recommendations-for-delivering-structural-change/ (Accessed on 05.03.22) (read time approx. 6 minutes)

Tuitt, F., and Stewart, S., 2021. *Decolonising academic spaces: moving beyond diversity to promote racial equity in postsecondary education*, in Thomas, D. S. P., and Arday, J., *Doing equity and diversity for success in Higher Education*. Palgrave macmillan, Switzerland (read time approx. 25 minutes)

Equity, diversity and inclusion

Advanced HE, 2018. **Equality + higher education, Staff statistical report 2018**, Advance HE

Thomas, D.S.P., Arday, J., 2021. **Doing Equity and Diversity for Success in Higher Education**. Palgrave Macmillan.

Challenges

Ahmed, S., 2009. **Embodying diversity: problems and paradoxes for Black feminists**. Race Ethn. Educ. 12, 41–52. https://doi.org/10.1080/13613320802650931

Policies

Bhopal, K., Pitkin, C., 2018. **Investigating higher education institutions and their views on the Race Equality Charter**. London.

Bhopal, K., Pitkin, C., 2020. **'Same old story, just a different policy': race and policy making in higher education in the UK**. Race Ethn. Educ. 23, 530–547. https://doi.org/10.1080/13613324.2020.1718082 (read time approx. 30 minutes)

Dumas, M.J., 2016. **Against the Dark: Antiblackness in Education Policy and Discours**e, Theory Into Practice 55, 11–19.

https://doi.org/10.1080/00405841.2016.1116852

Gillborn, D., Rollock, N., Warmington, P., Demack, S., 2016. **Race, Racism and Education: inequality, resilience and reform in policy & practice.** Centre for Research in Race and Education (CRRE), University of Birmingham.

Ovseiko, P. V., Chapple, A., Edmunds, L.D., Ziebland, S., 2017. **Advancing gender equality through the Athena SWAN Charter for Women in Science: An exploratory study of women's and men's perceptions**. Heal. Res. Policy Syst. 15, 1–13. https://doi.org/10.1186/S12961-017-0177-9/FIGURES/1

Teams

Hattery, A.J., et al., 2022. **Diversity, Equity, and Inclusion in Research Teams: The Good, The Bad, and The Ugly**. Race Justice 0, 1–26. https://doi.org/10.1177/21533687221087373 (read time approx. 40 minutes)

Experiences

Rollock, 2019. **Staying Power: The career experiences and strategies of UK Black female professors**. London.

Small, S., 2018. **20 questions and answers on black Europe**. Amrit Publishers, The Hague.

Getting started

Grue, M., 2021. **Diversify or Decolonise? What You Can Do Right Now and How to Get Started**, in: Thomas, D., Arday, J. (Eds.), Doing Equity and Diversity for Success in Higher Education. Palgrave Macmillan, Switzerland.

International collaborations

Research Fairness Initiative, 2018. **Research Fairness Initiative Reporting Guide**. Switzerland: COHRED: Council on Health Research for Development

Intersectionality

Race and gender

Mirza, H.S., 2009. **Plotting a history: Black and postcolonial feminisms in "new times."** Race Ethn. Educ. https://doi.org/10.1080/13613320802650899

Race and social class

Gillborn, D., 2010. **The white working class, racism and respectability: Victims, degenerates and interest-convergence**. Br. J. Educ. Stud. 58, 3–25. https://doi.org/10.1080/00071000903516361

Positionality

Hattery, A.J., et al., 2022. **Diversity, Equity, and Inclusion in Research Teams: The Good, The Bad, and The Ugly**. Race Justice 0, 1–26. https://doi.org/10.1177/21533687221087373 (read time approx. 40 minutes)

Racism

Essed, P., 1991. **Understanding everyday racism: an interdisciplinary theory**, (Vol. 2). ed.

Gillborn, D., 2010. **The white working class, racism and respectability: Victims, degenerates and interest-convergence**. Br. J. Educ. Stud. 58, 3–25. https://doi.org/10.1080/00071000903516361

Sue, D. W. (2003). *Overcoming our racism: The journey to liberati*on. San Francisco, CA: Wiley

Smith, W.A., Allen, W.R., Danley, L.L., 2007. **Assume the position . . . You fit the description": Psychosocial experiences and racial battle fatigue among African American Male College Students**. Am. Behav. Sci. 51, 511–578.

Environmental health sciences

Payne-Sturges, D.C., Gee, G.C., Cory-Slechta, D.A., 2021. **Confronting racism in environmental health sciences: Moving the science forward for eliminating racial inequities**. Environ. Health Perspect. 129, 1–7. https://doi.org/10.1289/EHP8186

Microaggressions

Perez Huber, L., Solorzano, D.G., 2015. **Racial Microaggressions as a Tool for Critical Race Research**. Race Ethn. Educ. 18, 197–320.

Systemic racism

Gillborn, D., 2018. **Heads I Win, Tails You Lose: Anti-Black Racism as Fluid, Relentless, Individual and Systemic**. Peabody J. Educ. 93, 66–77. https://doi.org/10.1080/0161956X.2017.1403178

Joseph-Salisbury, R., 2019. **Institutionalised whiteness, racial microaggressions and black bodies out of place in Higher Education**. Whiteness Educ. 4, 1–17. https://doi.org/10.1080/23793406.2019.1620629 (read time approx. 30 minutes)

Race Equality Charter

Bhopal, K., Pitkin, C., 2018. **Investigating higher education institutions and their views on the Race Equality Charter**. London.

Bhopal, K., Pitkin, C., 2020. **'Same old story, just a different policy': race and policy making in higher education in the UK**. Race Ethn. Educ. 23, 530–547. https://doi.org/10.1080/13613324.2020.1718082 (read time approx. 30 minutes)

Whiteness

Ahmed, S., 2007. **A phenomenology of whiteness**. Fem. Theory 8, 149–167. https://doi.org/10.1177/1464700107078139

Arday, J., Mirza, H.S. (Eds.), 2018. **Dismantling race in higher education: Racism, whiteness and decolonising the Academy, Dismantling Race in Higher Education: Racism, Whiteness and Decolonising the Academy**. Palgrave Macmillan, Cham, Switzerland. https://doi.org/10.1007/978-3-319-60261-5

Interest convergence

Bell, D.A., 1980. **Brown v. Board of Education and the Interest-Convergence Dilemma**. Harv. Law Rev. 93, 518. https://doi.org/10.2307/1340546

White fragility

DiAngelo, R., 2011. White Fragility. Int. J. Crit. Pedagog. 3, 54–70.

White privelege

Bhopal, K., 2017. **How to start dismantling white privilege in higher education**. LSE Impact Blog 1–3. [Blog post] From: https://blogs.lse.ac.uk/impactofsocialsciences/2017/12/01/how-to-start-dismantling-white-privilege-in-higher-education/ (Accessed on 30.05.22) (read time approx. 4 minutes)

Bhopal, K., 2018. **White privilege: The myth of a post-racial society**. Policy Press/University of Bristol, Bristol.

Murdoch, A., McAloney-Kocaman, K., 2019. **Exposure to Evidence of White Privilege and Perceptions of Hardships Among White UK Residents**. Race Soc. Probl. 11, 205–211. https://doi.org/10.1007/s12552-019-09262-3

Pedagogical practice

Access to Higher Education

Williams, P., et al., 2019. **The Broken Pipeline: barriers to Black PhD students accessing Research Council Funding**. https://leadingroutes.org/mdocs-posts/the-broken-pipeline-barriers-to-black-students-accessing-research-council-funding

Anti-racism

Ford, C.L., Airhihenbuwa, C.O., 2010. **Critical race theory, race equity, and public health: Toward antiracism praxis**. Am. J. Public Health 100, 693–698. https://doi.org/10.2105/AJPH.2009.171058

Decolonising the curriculum

Anti-racist Curriculum (ARC) project Working Group, 2021. **Planning an Anti-Racist Curriculum**. From: https://www.advance-he.ac.uk/anti-racist-curriculum-project/project-guide

Anti-racist Curriculum (ARC) project Working Group., 2021. **Embedding Anti-Racist Curriculum Principles into the Curriculum Lifecycle**. From: https://www.advance-he.ac.uk/anti-racist-curriculum-project/project-guide

Grue, M., 2021. **Diversify or Decolonise? What You Can Do Right Now and How to Get Started**, in: Thomas, D., Arday, J. (Eds.), Doing Equity and Diversity for Success in Higher Education. Palgrave Macmillan, Switzerland.

Liyanage, M., 2020. **Miseducation: decolonising curricula, culture and pedagogy in UK universities**, Higher Education Policy Institute (HEPI). https://www.hepi.ac.uk/wp-content/uploads/2020/07/HEPI_Miseducation_Debate-Paper-23_FINAL.pdf (read time approx. 50 minutes)

Morreira, S., Luckett, K., Kumalo, S.H., Ramgotra, M., 2020. **Confronting the complexities of decolonising curricula and pedagogy in higher education**. Third World Themat. A TWQ J. 5, 1–18. https://doi.org/10.1080/23802014.2020.1798278 (read time approx. 35 minutes)

Thomas, D.S.P., Arday, J., 2021. **Doing Equity and Diversity for Success in Higher Education**. Palgrave Macmillan.

Indigenous health and education

Ewen, S.C., Paul, D.J., Bloom, G.L., 2012. **Do indigenous health curricula in health science education reduce disparities in health care outcomes?** Med. J. Aust. https://doi.org/10.5694/mja12.10219

Language

Becnel, B., English, A., Fletcher, K., Kanaki, A., Lashley-scott, E., 2021. **Language Matters Portfolio: An Inclusive Framework for the Development of an Anti-Racist Curriculum.** From: https://www.advance-he.ac.uk/anti-racist-curriculum-project/project-guide

Pedagogy

Tuitt, F., and Stewart, S., 2021. *Decolonising academic spaces: moving beyond diversity to promote racial equity in postsecondary education*, in Thomas, D. S. P., and Arday, J., *Doing equity and diversity for success in Higher Education*. Palgrave macmillan, Switzerland (read time approx. 25 minutes)

Freire P. *Pedagogy of the Oppressed*. 91 Editions - 30th Anniversary Edition. New York: Bloomsbury Academic, 2000. ISBN: 0826412769.

Joseph-Salisbury, R., 2019. **Institutionalised whiteness, racial microaggressions and black bodies out of place in Higher Education (pg. 7)**. Whiteness Educ. 4, 1–17. https://doi.org/10.1080/23793406.2019.1620629 (pg 7. read time approx. 2 minutes)

Racism

Gillborn, D., Rollock, N., Warmington, P., Demack, S., 2016. **Race, Racism and Education: inequality, resilience and reform in policy & practice.** Centre for Research in Race and Education (CRRE), University of Birmingham.

Whiteness

Todd, N.R., Spanierman, L.B., Aber, M.S., 2010. **White Students Reflecting on Whiteness: Understanding Emotional Responses**. J. Divers. High.

Educ. 3, 97. https://doi.org/10.1037/A0019299

White discomfort

Applebaum, B., 2017. **Comforting Discomfort as Complicity: White Fragility and the Pursuit of Invulnerability**. Hypatia 32, 862–875. https://doi.org/10.1111/hypa.12352 (read time approx. 25 minutes)

Research topics and methods

Access to nature

Jay, M., et al., 2012. **Towards access for all? Policy and research on access of ethnic minority groups to natural areas in four European countries**. For. Policy Econ. 19, 4–11. https://doi.org/10.1016/j.forpol.2011.12.008

Edwards, D., Weldon, S., 2006. **Race Equality and the Forestry Commission**. Forest Research, Forestry Commission

Morris, J., et al., 2011. **Access for all? barriers to accessing woodlands and forests in Britain**. Local Environ. 16, 375–396. https://doi.org/10.1080/13549839.2011.576662

O'Brien, E., Morris, J., 2009. **Active England: the woodland projects**. Farnham, Surrvey.

Ageing

Manthorpe, J., et al., 2012. **Promoting the mental well-being of older people from black and minority ethnic communities in United Kingdom rural areas: Findings from an interview study**. J. Rural Stud. 28, 406–411. https://doi.org/10.1016/j.jrurstud.2012.01.006

Air pollution

Mikati, I., et al., 2018. **Disparities in distribution of particulate matter emission sources by race and poverty status**. Am. J. Public Health 108, 480–485. https://doi.org/10.2105/AJPH.2017.304297

Clark, L.P., Millet, D.B., Marshall, J.D., 2017. **Changes in transportation-related air pollution exposures by race-ethnicity and socioeconomic status: Outdoor nitrogen dioxide in the United States in 2000 and 2010**. Environ. Health Perspect. 125. https://doi.org/10.1289/EHP959

Morello-Frosch, R., Pastor, M., Sadd, J., 2002. **Integrating environmental justice and the precautionary principle in research and policy making: The case of ambient air toxics exposures and health risks among schoolchildren in Los Angeles**. Ann. Am. Acad. Pol. Soc. Sci. 584, 47–68. https://doi.org/10.1177/000271620258400104

Astell-Burt, T., et al., 2013. **Effect of air pollution and racism on ethnic differences in respiratory health among adolescents living in an urban environment**. Heal. Place 23, 171–178. https://doi.org/10.1016/j.healthplace.2013.07.004

Al Ahad, M.A., Demšar, U., Sullivan, F., Kulu, H., 2022. **Air pollution and individuals' mental wellbeing in the adult population in United Kingdom: A spatial-temporal longitudinal study and the moderating effect of ethnicity**. PLoS One 17. https://doi.org/10.1371/journal.pone.0264394

Bluespaces

Phoenix, C., Bell, S.L. and Hollenbeck, J., 2021. **Segregation and the Sea: Toward a Critical Understanding of Race and Coastal Blue Space in Greater Miami**. J. Sport Soc. Iss. 45(2), 115-137. https://doi.org/10.1177%2F0193723520950536

Liu L. 2021. Paddling through bluespaces: Understanding waka ama as a post-sport through indigenous Māori perspectives. J. Sport Soc. Iss. 45(2), 138-60. https://doi.org/10.1177%2F0193723520928596

Children and young people

Priest, N., et al., 2013. **A systematic review of studies examining the relationship between reported racism and health and wellbeing for children and young people**. Soc. Sci. Med. 95, 115–127. https://doi.org/10.1016/j.socscimed.2012.11.031

Morello-Frosch, R., Pastor, M., Sadd, J., 2002. **Integrating environmental justice and the precautionary principle in research and policy making: The case of ambient air toxics exposures and health risks among schoolchildren in Los Angeles**. Ann. Am. Acad. Pol. Soc. Sci. 584, 47–68. https://doi.org/10.1177/000271620258400104

Connection to nature

Bakawa Country, et al., 2016. **Co-becoming Bawaka: Towards a relational understanding of place/space.** Prog. Hum. Geogr. 40, 455–475. https://doi.org/10.1177/0309132515589437 (read time approx. 45 minutes)

Taylor, D.E., 2018. **Racial and ethnic differences in connectedness to nature and landscape preferences among college students**. Environ. Justice 11, 118–136. https://doi.org/10.1089/env.2017.0040

Culture, ethnicity and race

Godfrey, M., Kim, J., Eluère, M., Eys, M., 2020. **Diversity in cultural diversity research: a scoping review**. Int. Rev. Sport Exerc. Psychol. 13, 128–146. https://doi.org/10.1080/1750984X.2019.1616316 (read time approx. 25 minutes)

Environment and human health

Payne-Sturges, D.C., Gee, G.C., Cory-Slechta, D.A., 2021. **Confronting racism in environmental health sciences: Moving the science forward for eliminating racial inequities**. Environ. Health Perspect. 129, 1–7. https://doi.org/10.1289/EHP8186

Gee, G.C., Payne-Sturges, D.C., 2004. **Environmental health disparities: A framework integrating psychosocial and environmental concepts**. Environ. Health Perspect. https://doi.org/10.1289/ehp.7074

Greenspaces

Anguelovski, I, et al., 2020. **Expanding the Boundaries of Justice in Urban Greening Scholarship: Toward an Emancipatory, Antisubordination, Intersectional, and Relational Approach**., Ann. Am. Assoc. Geogr. 110:6, 1743-1769, https://doi.org/10.1080/24694452.2020.1740579

Carter, C., et al., 2009. **The Forestry Commission Public Forest Estate in England: Social use, value and expectations.** Forest Research, Forestry Commission.

Edwards, D., Weldon, S., 2006. **Race Equality and the Forestry Commission**. Forest Research, Forestry Commission

O'Brien, E., Morris, J., 2009. **Active England: the woodland projects**. Farnham, Surrvey.

Health

Richardson, E.T., 2020. *Epidemic illusions: on the coloniality of global public health*. MIT Press.

Access to healthcare

Gonzales, K.L., et al., 2014. **Perceived Racial Discrimination in Health Care, Completion of Standard Diabetes Services, and Diabetes Control Among a Sample of American Indian Women**. Diabetes Educ. 40, 747–755. https://doi.org/10.1177/0145721714551422

Kanwal, S., Hussain, A., Mannan, S., Perveen, S., 2016. **Regression in polio eradication in pakistan: A national tragedy**. J. Pak. Med. Assoc. 66, 328–333. https://pubmed.ncbi.nlm.nih.gov/26968287/

Kugelmass, H., 2016. **"Sorry, I'm Not Accepting New Patients": An Audit Study of Access to Mental Health Care**. J. Health Soc. Behav. 57, 168–183. https://doi.org/10.1177/0022146516647098

Thorneloe, R., et al., 2020. **Willingness to receive a COVID-19 vaccine among adults at high-risk of COVID-19: a UK-wide survey**. Heal. Psychol. 1.18, 1–15. https://doi.org/10.31234/osf.io/fs9wk

Global Public Health

Affun-Adegbulu, C., Adegbulu, O., 2020. **Decolonising Global (Public) Health: from Western universalism to Global pluriversalities**. BMJ Glob. Heal. 5, e002947. https://doi.org/10.1136/bmjgh-2020-002947

Chaudhuri, M.M., Mkumba, L., Raveendran, Y., Smith, R.D., 2021. **Decolonising global health: Beyond a "reformative" roadmaps and towards decolonial thought**. BMJ Glob. Heal. 6, 1–5. https://doi.org/10.1136/bmjgh-2021-006371 (read time approx. 15 minutes)

Health inequalities

Gee, G.C., Payne-Sturges, D.C., 2004. **Environmental health disparities: A framework integrating psychosocial and environmental concepts**. Environ. Health Perspect. https://doi.org/10.1289/ehp.7074

Gee, G.C., Ford, C.L., 2011. **Structural racism and health inequities: Old Issues, New Directions**. Du Bois Rev. 8, 115–132. https://doi.org/10.1017/S1742058X11000130

Indigenous knowledge and health

Ewen, S.C., Paul, D.J., Bloom, G.L., 2012. **Do indigenous health curricula in health science education reduce disparities in health care outcomes?** Med. J. Aust. https://doi.org/10.5694/mja12.10219

Martin, D.H., 2012. **Two-eyed seeing: A framework for understanding indigenous and non-indigenous approaches to indigenous health research**. Can. J. Nurs. Res. 44, 20–42.

Mental health & Wellbeing

Kugelmass, H., 2016. **"Sorry, I'm Not Accepting New Patients": An Audit Study of Access to Mental Health Care**. J. Health Soc. Behav. 57, 168–183. https://doi.org/10.1177/0022146516647098

Priest, N., et al., 2013. **A systematic review of studies examining the relationship between reported racism and health and wellbeing for children and young people**. Soc. Sci. Med. 95, 115–127. https://doi.org/10.1016/j.socscimed.2012.11.031

Williams, D.R., Yu, Y., Jackson, J.S., Anderson, N.B., 1997. **Racial differences in physical and mental health. Socio-economic status, stress and discrimination**. J. Health Psychol. 2, 335–351. https://doi.org/10.1177/135910539700200305

Wallace, S., Nazroo, J., Bécares, L., 2016. **Cumulative effect of racial discrimination on the mental health of ethnic minorities in the United Kingdom**. Am. J. Public Health 106, 1294–1300. https://doi.org/10.2105/AJPH.2016.303121

Non-communicable diseases

Guarnieri, M., Balmes, J.R., 2014. **Outdoor air pollution and asthma**. Lancet 383, 1581–1592. https://doi.org/10.1016/S0140-6736(14)60617-6

Physical health

Williams, D.R., Yu, Y., Jackson, J.S., Anderson, N.B., 1997. **Racial differences in physical and mental health. Socio-economic status, stress and discrimination**. J. Health Psychol. 2, 335–351. https://doi.org/10.1177/135910539700200305

Public health

Ford, C.L., Airhihenbuwa, C.O., 2010. **Critical race theory, race equity, and public health: Toward antiracism praxis**. Am. J. Public Health 100, 693–698. https://doi.org/10.2105/AJPH.2009.171058

Racism and health

Gee, G.C., Ford, C.L., 2011. **Structural racism and health inequities: Old Issues, New Directions**. Du Bois Rev. 8, 115–132. https://doi.org/10.1017/S1742058X11000130

Hackett, R.A., et al., 2020. **Racial discrimination and health: a prospective study of ethnic minorities in the United Kingdom**. BMC Public Health 20, 1–13. https://doi.org/10.1186/s12889-020-09792-1

Paradies, Y., et al., 2015. **Racism as a determinant of health: A systematic review and meta-analysis**. PLoS One 10, e0138511. https://doi.org/10.1371/journal.pone.0138511

Pascoe, E.A., Richman, L.S., 2009. **Perceived Discrimination and Health: A Meta-Analytic Review**. Psychol. Bull. 135, 531–554. https://doi.org/10.1037/A0016059

Priest, N., et al., 2013. **A systematic review of studies examining the relationship between reported racism and health and wellbeing for children and young people**. Soc. Sci. Med. 95, 115–127. https://doi.org/10.1016/j.socscimed.2012.11.031

Wallace, S., Nazroo, J., Bécares, L., 2016. **Cumulative effect of racial discrimination on the mental health of ethnic minorities in the United Kingdom**. Am. J. Public Health 106, 1294–1300. https://doi.org/10.2105/AJPH.2016.303121

Williams, D.R., Lawrence, J.A., Davis, B.A., 2019. **Racism and health: Evidence and needed research.** Annu. Rev. Public Health 40, 105–125. https://doi.org/10.1146/annurev-publhealth

Indigenous knowledge

Biodiversity crisis

Ogar, E., Pecl, G., Mustonen, T., 2020. **Science Must Embrace Traditional and Indigenous Knowledge to Solve Our Biodiversity Crisis**. One Earth 3, 162–165. https://doi.org/10.1016/j.oneear.2020.07.006

Research methods

Bartlett, C., Marshall, M., Marshall, A., 2012. **Two-Eyed Seeing and other lessons learned within a co-learning journey of bringing together indigenous and mainstream knowledges and ways of knowing**. https://doi.org/10.1007/s13412-012-0086-8

Koya-Vaka'uta, C., 2017. *Rethinking Research as Relational Space in the Pacific Pedagogy and Praxis*, in: Vaai, U.L., Casimira, A. (Eds.), Relational Hermeneutics: Decolonisation and the Pacific Itulagi. Pacific Theological College, University of the South Pacific, Suva, Fiji, pp. 65–84.

International research

Research Fairness Initiative, 2018. **Research Fairness Initiative Reporting Guide**. Switzerland: COHRED: Council on Health Research for Development

Research methodology

Koya-Vaka'uta, C., 2017. *Rethinking Research as Relational Space in the Pacific Pedagogy and Praxis*, in: Vaai, U.L., Casimira, A. (Eds.), Relational Hermeneutics: Decolonisation and the Pacific Itulagi. Pacific Theological College, University of the South Pacific, Suva, Fiji, pp. 65–84.

Writing

Abimbola, S., 2019. **The foreign gaze: Authorship in academic global health**. BMJ Glob. Heal. 4, 1–5. https://doi.org/10.1136/bmjgh-2019-002068

Intersectionality

Watson-Singleton, N.N., Lewis, J.A., Dworkin, E.R., 2021. **Toward a socially just diversity science: Using intersectional mixed methods research to center multiply marginalized Black, Indigenous, and People of Color (BIPOC)**. Cult. Divers. Ethn. Minor. Psychol. 1–9. https://doi.org/https://dx.doi.org/10.1037/cdp0000477 (read time approx. 30 minutes)

Methods

Quantitative analysis

Noble, S.U., 2018. *Algorithms of oppression*. New York University Press.

Indigenous knowledge

Bartlett, C., Marshall, M., Marshall, A., 2012. **Two-Eyed Seeing and other lessons learned within a co-learning journey of bringing together indigenous and mainstream knowledges and ways of knowing**. https://doi.org/10.1007/s13412-012-0086-8

Koya-Vaka'uta, C., 2017. *Rethinking Research as Relational Space in the Pacific Pedagogy and Praxis*, in: Vaai, U.L., Casimira, A. (Eds.), Relational Hermeneutics: Decolonisation and the Pacific Itulagi. Pacific Theological College, University of the South Pacific, Suva, Fiji, pp. 65–84.

Reporting demographics

Mills, M.J., Sachdev, A.R., 2021. **Descriptives for diversity: Harnessing the potential of Table 1 to advance inclusivity and responsible generalization in psychological research**. Ind. Organ. Psychol. https://doi.org/10.1017/iop.2021.100 (read time approx. 7 minutes)

Research participation

Shavers, V.L., Lynch, C.F., Burmeister, L.F., 2000. **Knowledge of the Tuskegee Study and its impact on the willingness to participate in medical research studies**. J. Natl. Med. Assoc. 92, 563–572. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2568333/

Wendler, D., et al., 2005. **Are Racial and Ethnic Minorities Less Willing to Participate in Health Research?** Methods and Findings. https://doi.org/10.1371/journal.pmed.0030019

Social class

Gillborn, D., 2010. **The white working class, racism and respectability: Victims, degenerates and interest-convergence**. Br. J. Educ. Stud. 58, 3–25. https://doi.org/10.1080/00071000903516361

Ways of relating to the environment

Bakawa Country, et al., 2016. **Co-becoming Bawaka: Towards a relational understanding of place/space.** Prog. Hum. Geogr. 40, 455–475. https://doi.org/10.1177/0309132515589437 (read time approx. 45 minutes)

Reading notes

Abimbola, S., 2019. **The foreign gaze: Authorship in academic global health**. BMJ Glob. Heal. 4, 1–5. https://doi.org/10.1136/bmjgh-2019-002068

- Really useful and thought-provoking article for researchers working internationally, outlining how our position as academics (e.g. external vs local to the study location) and who we write for (e.g. the international audience vs the local community where the research was conducted) has implications for how the research is written

Ahmed, S., 2007. **A phenomenology of whiteness**. Fem. Theory 8, 149–167. https://doi.org/10.1177/1464700107078139

- Uses imagery to draw parallels of how whiteness manifests as an ability of the white body to take up space and move comfortably, particularly within institutions which are inherently shaped by the white bodies who exist within them

Affun-Adegbulu, C., Adegbulu, O., 2020. **Decolonising Global (Public) Health: from Western universalism to Global pluriversalities**. BMJ Glob. Heal. 5, e002947. https://doi.org/10.1136/bmjgh-2020-002947

- Raises some key examples of how we (the West) dehumanise Black, Indigenous people of colour (BIPOC) in the area of medicine and health
- Important article for those teaching on the Planetary Health module and any of the Medical School modules

Applebaum, B., 2017. **Comforting Discomfort as Complicity: White Fragility and the Pursuit of Invulnerability.** Hypatia 32, 862–875. https://doi.org/10.1111/hypa.12352 (read time approx. 25 minutes)

- Writes about a situation in a social-justice classroom, but the idea of white discomfort is relevant to all fields and our personal lives
- They argue that white fragility, and emotional displays from white people when discussing race and racism or being confronted about race and racism is a form of violence towards people of colour. They argue it does not show vulnerability, as the term fragile implies, but instead is an act of invulnerability where white people are shutting down opportunities for discussion.

Appleton, N. S. (2019) **Do not 'decolonize'… if you are not decolonizing: progressive language and planning beyond a hollow academic rebranding** http://www.criticalethnicstudiesjournal.org/blog/2019/1/21/do-not-decolonize-if-you-are-not-decolonizing-alternate-language-to-navigate-desires-for-progressive-academia-6y5sg (read time approx. 10 minutes)

- Blog post which explains why decolonisation should not be used without understanding the full meaning and without individuals having the full intentions behind it
- Gives examples of other phrases to describe our actions, during our journey to decolonise

Bakawa Country, et al., 2016. **Co-becoming Bawaka: Towards a relational understanding of place/space.** Prog. Hum. Geogr. 40, 455–475. https://doi.org/10.1177/0309132515589437 (read time approx. 45 minutes)

- Uses beautiful imagery of the traditional practice of digging for yams, to explain the deep human to non-human connection experienced by the Yolŋu people and Bakawa Country
- An interesting mix of academic and indigenous writing

Bhopal, K., Pitkin, C., 2020. **'Same old story, just a different policy': race and policy making in higher education in the UK**. Race Ethn. Educ. 23, 530–547. https://doi.org/10.1080/13613324.2020.1718082 (read time approx. 30 minutes)

- Focussed on the Race Equality Charter (REC), but covers a lot of topics relevant to wider equality, diversity and inclusion within academia
- Uses interviews with individuals whose institutes have achieved the REC, those who are applying and those who are not applying but have relevant insights. This provides personal perspectives on what can be challenging topics such as white supremacy, interest convergence and discussing race
- Useful for insights into how to make real impactful changes, and not to get caught up only in the doing

Chaudhuri, M.M., Mkumba, L., Raveendran, Y., Smith, R.D., 2021. **Decolonising global health: Beyond a "reformative" roadmaps and towards decolonial thought.** BMJ Glob. Heal. 6, 1–5. https://doi.org/10.1136/bmjgh-2021-006371 (read time approx. 15 minutes)

- A response to Khan et al., (2021) who suggest a road map for decolonising global health using lists of reforms and metrics
- In the response, the authors argue these methods are rooted in colonial methods and would not achieve decolonisation, which requires a continuously reflective practice rather than one-off actions which can be ticked off when done

Ewen, S.C., Paul, D.J., Bloom, G.L., 2012. **Do indigenous health curricula in health science education reduce disparities in health care outcomes?** Med. J. Aust. https://doi.org/10.5694/mja12.10219

- Systematic review of literature predominantly from Australia and New Zealand about educational aims to improve Indigenous health
- Key finding is that no studies actually evaluated patient health outcomes as part of the study
- Therefore there is an assumption that increased knowledge of Indigenous health taught to practitioners is enough to actually improve Indigenous health, which could have negative consequences for Indigenous peoples

Godfrey, M., Kim, J., Eluère, M., Eys, M., 2020. **Diversity in cultural diversity research: a scoping review**. Int. Rev. Sport Exerc. Psychol. 13, 128–146. https://doi.org/10.1080/1750984X.2019.1616316 (read time approx. 25 minutes)

- Uses psychological research to examine culture, ethnicity, race in terms of group success
- Useful definitions of culture, ethnicity and race
- Focus is on sports team, but the research is relevant to other situations e.g. work places and research teams

Hattery, A.J., et al., 2022. **Diversity, Equity, and Inclusion in Research Teams: The Good, The Bad, and The Ugly**. Race Justice 0, 1–26. https://doi.org/10.1177/21533687221087373 (read time approx. 40 minutes)

- Really useful definitions of diversity, equity and inclusion (DEI) which highlights how they intersect and each would be operationalised differently within teams
- Discusses the opportunities and challenges arising in teams relation to DEI
- Provides recommendations of how teams can successfully incorporate DEI

Joseph-Salisbury, R., 2019. **Institutionalised whiteness, racial microaggressions and black bodies out of place in Higher Education**. Whiteness Educ. 4, 1–17. https://doi.org/10.1080/23793406.2019.1620629 (read time approx. 30 minutes)

- This article uses the example of a Black alumni walking through the grounds of Oxford being racially targeted, to discuss how Black bodies are perceived as not belonging within UK universities
- The paper covers a myriad of topics including: white supremacy, microaggressions and decolonising the curriculum curriculum

Khan, M., et al., 2021. **Decolonising global health in 2021: A roadmap to move from rhetoric to reform**. BMJ Glob. Heal. 6, 6–8. https://doi.org/10.1136/bmjgh-2021-005604 (read time approx. 7 minutes)

- Note: this is not included in the review, as Chaudhuri et al., (2021) above argue that their methods are rooted in colonial methods. Included here to give context for the Chaudhuri notes
- Outlines steps to decolonise global health through identifying ways organisations perpetuate inequalities, outlining reforms needed and developing metrics to follow progress
- Links to a website with blog posts and discussions: https://decolonise.health/

Mills, M.J., Sachdev, A.R., 2021. **Descriptives for diversity: Harnessing the potential of Table 1 to advance inclusivity and responsible generalization in psychological research**. Ind. Organ. Psychol. https://doi.org/10.1017/iop.2021.100 (read time approx. 7 minutes)

- Discussion and suggestions on how to report demographic statistics, especially regarding race
- Highlights the importance of transparency and thought around representativeness of sample in order to allow the full generalisability of findings to be understood

Saini, R., 2020. **From management meetings to meaningful change: risks of institutional capture in the decolonisation of UK higher education and recommendations for delivering structural change** [Blog post]. From: https://blogs.lse.ac.uk/impactofsocialsciences/2020/08/11/from-management-meetings-to-meaningful-change-risks-of-institutional-capture-in-the-decolonisation-of-uk-higher-education-and-recommendations-for-delivering-structural-change/ (Accessed on 05.03.22) (read time approx. 6 minutes)

- Provides some brief recommendations of how to implement decolonisation within universities
- Includes topics on embracing discomfort and moving beyond the curriculum