RePresent Strathclyde

2022

Decolonising HaSS Curriculums

Issue 01

DANIYAAL ALI &
SARA ST GEORGE

Acknowledgements

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We would also like to thank those who participated in the interviews and assisted us in gathering data. Due to confidentiality and anonymity, we cannot name these participants, but we highly appreciate their contributions.

A final thank you to all of the academics who allowed their work to be featured in this zine.

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University of Strathclyde
Humanities & Social Sciences

ABOUT US

Daniyaal

Hi, my name is Daniyaal and I am a 4th year Social Work student here at the University of Strathclyde. I am 23 years old, and I am of South Asian-Pakistani heritage. I took interest in this internship to Decolonise the Curriculum as I felt that I could relate to the purpose and benefits of the internship. I wanted to see myself represented within the curriculum and I also wanted to help future students feel more connected to the content they were learning. Throughout my time during this internship, I hope I have been able to learn more about how to make certain marginalised groups become better represented and included within the UoS curricula.

Sara

Hello, my name is Sara St George. I am a fourth-year history student at Strathclyde. During my studies at Strathclyde, I have found myself drawn to issues of race and its link to medical history. I am mixed-race and being half Trinidadian is a large part of my identity which is why I was so interested in this internship. I thought it was a chance to make a massive change for good at Strathclyde and an opportunity to educate myself in matters that I knew less about. This internship has shown me how many different types of people can benefit from the work of decolonisation within higher education and how much we all stand to gain from implementing decolonised practices within everyday life.

About the internship

"decolonisation is more than just amending reading lists"

The internship was created by Strathclyde's Faculty of Humanities and Social Sciences's Gender Equality, Diversity and Inclusion (GEDI) committee to support the development of a resource for academics for Decolonising the Curriculum. *RePresent Strathclyde* therefore contains information on decolonising the curriculum, including definitions of what this entails, recommendations on how this may be carried out, as well as other helpful links and resources for HaSS staff. Together, with members of the GEDI committee, the interns have created a Zine that will assist university staff in taking the first steps toward decolonising their curricula.

Decolonising The Curriculum

Definiton:

Decolonisation is a complex process of addressing power, privilege, and marginalisation in a context of coloniality that can be interpreted in different ways. We, however, have found that decolonising the curriculum means, at its core, making space for global perspectives and cultures. These spaces may promote learning and diversity by allowing conversations that draw on diverse perspectives to take place. In many educational contexts, the loudest voice is normally a western one, so by decolonising a curriculum those quieter and hard to hear voices are actively amplified and valued. While decolonisation requires that education attends to the three pillars of power (race, gender, and class), it is also important to bring a broad range of marginalised voices and positions into the fold, including sexuality, disability and neurodiversity, age, religion, migration and nationality, and so on, in intersectional ways.

KEY PRINCIPLES & PRACTICES 1

Reflect on your own identities and the positions of power and marginalisation that you may/may not occupy.

Check your (dis)comfort and *interrogate* what social, political, and historical issues you feel you can confront, and why.

Reflect on your own learning about power: from whiteness to heteronormativity, to ablism and linguistic prejudice.

Access resources, research, and other writing produced by marginalised groups to ensure their perspectives are heard and integrated into teaching and learning.

Take the White Privilege Test (The Anti-Racist Educator Edition)

KEY PRINCIPLES & PRACTICES 2

Explore a range of anti-oppressive pedagogies for higher education: from culturally sustainable pedagogies and critical literacies, to decolonial praxis and anti-racist pedagogies.

Explore safe spaces and brave spaces, and consider how you might set these up as part of your own departmental and pedagogical work.

Create ally spaces for staff and students that actively engage with issues of diversity and difference in context (including the context of your discipline or field).

KEY PRINCIPLES & PRACTICES 3

Collaborate with researchers, activists, artists, and professionals leading anti-oppressive and decolonial initiatives, both from within and beyond the university.

Because no text is neutral (including curriculum and assessment texts), *develop* ways of reading, viewing, writing, designing, listening, and speaking through an anti-racist and critical literacy lens.

Definitions

Anti-Racism:
a practice, sometimes embedded into a policy, that opposes racism and supports racial equity and equality

DTC:
Decolonising the curriculum

Diversity:
the natural occurence of difference in any society, categorised (problematically) using socially constructed labels in relation to race, ethnicity, gender, sexuality, class, (dis)ability, nationality, citizenship, etc.

Colonisation:
the act of settling and enforcing dominance over the native people of the land

Coloniality:
The logic, ideology, or value-system that underlies how (previously) colonised contexts are constructed; persists even after colonisation is considered as ended

LGBTQIA+ (Lesbian, gay, bisexual, trans, queer, intersex, asexual plus):
an inclusive term that refers to people of all genders and sexualities; also '(a)gender and (a)sexual diversity'

BAME:
people of Black, Asian and Minority Ethnic groups. However, the term BAME has decreased in usage over time as it is a term that emphasises certain ethnic groups (Asian and black) and excludes others. This term may also ignore and not account for different experiences that different ethnic groups may face, but instead unhelpfully generalise them instead. An alternative term is BPoC, or Black and People of Colour.

Racism:
The (un)intentional actions and social structures that promote discrimination and bias on the basis of 'racial categories'; includes interpersonal, institutional, and systemic racism, amongst others.

White privilege:
the advantages and sense of belonging in society that a person (perceived as) belonging to the white racialised category may possess due to existing racial inequalities

Find more definitions at 'The Anti-Racist Educator' Website

This is exactly what it means to be caught in the colonial matrix of power. It is to be constantly suffering from lack of options, and constantly finding oneself in such a position that all the choices available have already been chosen for you

Louis Yako

Decolonising Knowledge Production: a Practical Guide (2021)

Student Body Surveys

We recognise the importance of understanding the faculty's views of decolonisation and the curriculums, however, we believe the student voice should also be heard. We decided that a faculty-wide student survey would be the most appropriate means to ensure this.

The survey initially asks in-depth demographic questions to get a clear picture of the people responding. These demographic questions can also help to inform us of the values certain students hold. For example, one question asks how much the process of decolonising curriculums affects the student personally. We expect the responses to this question to be varied as it is a common misconception that decolonisation only relates to People of Colour. If, for example, a person who has identified themselves as having a disability believes that they are not affected by this process, this information can be used as a catalyst to raise more awareness about the role of intersectionality in determining what decolonisation might look like and who it serves.

The aim of this survey is to give HaSS staff insight into how students understand decolonisation, how important they believe it to be, and the ways in which it can be implemented. Due to the time constraints of the internship, we have not been able to distribute the survey, however an ethics application has already been submitted and the HaSS GEDI Committee is to oversee the collection and analysis of the responses.

FACULTY INTERVIEWS

As one of our starting points for DTC, we thought it would be helpful to have a discussion with different staff members from the various schools within the Faculty of Humanities and Social Sciences (HaSS). Here are some of the ideas that came from those interviews about where these staff members think they are on the journey to DTC, what they think they need to engage with DTC, and what existing practices or initiative they know of within their school that contribute toward DTC.

"WHERE DO YOU THINK YOU ARE?"

General Interest:

Academics from all schools had advised that they have begun some work based on their general interest. However, the interviewees did advise that not all individuals have shown the same level interest, perhaps due to different priorities and time. An academic from one school had suggested that their colleague wanted to “brush it under the rug” in regards to DTC as they deemed it “bothersome”. However, apart from this there is a general interest in all schools for change, and in most schools, a step in the right direction.

Starting Points:

Most academics have stated that they are ‘confused’ on where to even begin with DTC. They have advised that it is “such a huge topic” and “do not know even where to start”.

Reading Lists

Schools that did state that they have begun some work have advised that analysing and expanding their reading lists is where they have begun. One lecturer suggested that they may begin by removing theorists with a racist history from the reading list. Other academics advised that they would look into bringing more Researchers and Authors of Colour into their reading lists, ensuring they are more ‘diverse’ and less ‘white-male-heteronormative’.

FACULTY INTERVIEWS

"WHAT DO YOU NEED?"

Management/Institutional Level Change

A lot of academics suggested that DTC may need to be a change that is embedded and enforced at an institutional level. This is to support the need and priority of decolonising and to enforce the right support, time, and resources from higher up. There has also been some debate about whether the change should come from school level or faculty level. However, it is recognised widely that these processes take time and that this needs to be acknowledged at a school-wide level. Some academics had suggested the introduction of DTC practices to be included as a key performance indicator to promote DTC work within the faculties which requires management or institutional level intervention.

Space

Many academics advised that they would benefit from some sort of support group for DTC. A safe space for them to discuss different ideas, methods, spaces, resources, suggestions, or even just for moral support. There is, however, some debate around safe spaces within a school as issues of confidentiality and peer judgment may arise. One academic suggested pairing individuals together from different schools so work could be kept private from other colleagues within the same school.

Resources

There was a continuous want for a guideline or various resources on how to DTC. Some academics believed that examples of practices within other universities would be beneficial. Furthermore, most, if not all, academics desired a toolkit to advise them about DTC.

FACULTY INTERVIEWS

"ARE YOU AWARE OF ANY ONGOING PRACTICES WITHIN YOUR SUBJECT"?

Individually led:

Academics advised that current practices on DTC are usually interest-based (i.e., any action or practice will often come from academics' existing interest in the field). However, a coherent and institution-wide approach is needed.

EXAMPLES OF GOOD PRACTICE AT STRATHCLDYE

Humanities Book Group

"In February 2022, as part of the School of Humanities GEDI Committee's ongoing work around anti-racism, I initiated an anti-racism reading group for staff. This consists of 3 separate reading groups (involving a total of 16 staff members, so about 5-6 people in each group) which meet on Zoom on a fortnightly basis for an hour. In each meeting, we spend 30 minutes reading a chapter of Layla F. Saad's important book Me and White Supremacy and writing answers to the journal prompts at the end of the chapter before spending the remaining 30 minutes having a discussion of our answers and the key themes that arose from the chapter. There has been good commitment from staff members in the School and after taking a break for the summer, meetings will continue in September 2022. We also plan to establish another reading group for new staff members in September and potentially another group for PhD students."

- Laura Kelly (History), Convener of Humanities GEDI Committee

FACULTY INTERVIEWS

EXAMPLES OF GOOD PRACTICE AT STRATHCLDYE

Equally Safe In Higher Education Toolkit

Donaldson A., McCarry M. and McGoldrick R. (2018) *Equally Safe in Higher Education Toolkit: Guidance and Checklist for Implementing a Strategic Approach to Gender-based Violence Prevention in Scottish Higher Education Institutions.* Glasgow: University of Strathclyde.

Created by Anni Donaldson, Melanie McCarry and Roisin McGoldrick (2018), this comprehensive toolkit is a great resource for understanding and tackling gender-based violence in higher education. The kit(s) contain a theoretical framework on gender-based violence as well as a checklist to identify gaps and areas for further development. These toolkits are very user friendly and easy to implement into teaching practices.

HaSS GEDI Padlet

HaSS GEDI: Decolonial Praxis Padlet, Navan Govender

Navan Govender created a padlet for the HaSS GEDI committee as a way to collect and curate resources related to decoloniality in higher education. Since its creation, a vast number of resources regarding DTC have been uploaded by members of the committee. Within this padlet are journals, Instagram accounts, videos/webinars, and other resources. This is a collaborative project where new resources will be uploaded frequently. This resource is beneficial when thinking about DTC and intersectionality.

FACULTY INTERVIEWS

EXAMPLES OF GOOD PRACTICE AT STRATHCLDYE

De-centring French studies

Murphy, D. (2002). De-centring French studies: towards a postcolonial theory of Francophone cultures. French Cultural Studies, 13(38), 165–185. https://doi.org/10.1177/095715580201300203

David Murphy moved to the University of Strathclyde in Jan 2019. He immediately sought to draw on his long experience of 'decolonising the curriculum' in French Studies at the University of Stirling by introducing an UG option module for French exploring the history and culture of 'Black France'; he also introduced a PGT option in History, 'Race, War and Colonialism: France 1914-44'. The introduction of specialist options is important, but they often disappear when the staff member in question is on leave or departs the University. The really crucial work is that which seeks to embed decolonial principles within the core curriculum, and changes have been made as a result of ongoing curriculum discussions within the French teaching team in Strathclyde. For example, a text by a young author of North African origin was chosen for the introduction to literary analysis in Year 1; two weeks on the Haitian Revolution now complement the previous focus on the French Revolution; and a film on the Algerian War of Independence was chosen as the core work to introduce students to film analysis.

Empire, Slavery and Scotland's Museums

Mahn, C. Empire, Slavery and Scotland's Museums

Churnjeet Mahn was involved in a project sponsored by the Scottish Government where they presented recommendations as to how Scotland's museums could unveil the country's imperialistic past. Mahn used focus groups, public surveys, and workshops in order to create well-informed recommendations. As a result of this project, museums could become more transparent and representative spaces.

FACULTY INTERVIEWS

EXAMPLES OF GOOD PRACTICE AT STRATHCLDYE

Developing an Anti-Racist Approach to Teaching

Salehjee, S., Cunningham, C., & Current Practices Working Group of the Anti-Racist Curriculum Developing an Anti-Racist Approach to Teaching, *[Edinburgh]*, (2020)

Created by Saima Salehjee and Catriona Cunningham, this resource seeks to assist academics, and teachers, in doing anti-racist education. Within this resource, four fictional case studies are offered which encompass different aspects of anti-racism. This toolkit is also intended to help academics self-reflect on their own pre-judgments in order to help them view students as holders of knowledge. Saima Salehjee has also been involved in many other projects looking at the intersectionality of decolonisation within higher education.

Feminism in Our Time

Sing, S, Taylor, Y. 'Feminism in Our Times: Crises, Connections and Cares', *University of Strathclyde*, (2020)

Yvette Taylor, School of Education, has worked with Punjabi-based artist & designer, Samia Singh, to provide a booklet for feminist classrooms. In *Feminism in Our Times* contributors across borders, disciplines and academic-activist locations, respond to #BlackLivesMatter, #MeToo, to themes of migration, racism, heterosexism, and transphobia. Queer of colour scholarship is evident across the pages, extending classroom walls and reshaping feminist conversations. This resource is utilised in the MSc Applied Gender Studies; the MA Gender and Sexuality in Education module, and CLCP courses (e.g., Creating Feminist Classrooms), and also distributed through the Strathclyde Feminist Research Network (@strath_fem).

FACULTY INTERVIEWS

"WHAT ARE THE BENEFITS OF DTC?"

Creating Better Citizens After University

A lot of academics advised that DTC may create better citizens for society. Many schools, and the university itself, have values that support diversity and inclusion. If we DTC, then we are supporting these values and showing students diverse experiences. Students may also be better equipped with knowledge from different cultures, contexts, and perspectives, and take this to their job opportunities post-university.

More Diverse Perspectives

Academics also acknowledged the benefits of adding more diverse perspectives. These global perspectives may create knowledge and understanding for students in ways that they have not thought about before. Adding diverse perspectives from People of Colour in research and academia may also help our PoC students feel more represented in the curriculum.

Better Student Experiences

Some academics advised that the university may attain a better student experience overall. Students may gain more knowledge and insight from the Global South and feel more represented overall.

FACULTY INTERVIEWS

"WHAT PROMPTED YOUR WORK?"

Personal Identity

Some academics stated that their own experiences and identities prompted their work in DTC. One female staff member explained how her personal experience with maternity leave and returning to work sparked her interest in other marginalised groups. Others had advised that their PoC identity initiated them to begin DTC as it affected them personally and professionally.

Current Affairs and Public Discussion

Many academics stated that the rise of the Black Lives Matter movement initiated their DTC work, with one academic regarding it as a driving force for personal change. Other public discussions around race and diversity also inspired them to take action.

WHAT KINDS OF PEOPLE ARE DOING THE DTC WORK WITHIN YOUR SCHOOL? ARE THESE PEOPLE POC?

Staffing and workload

Most, if not all, academics interviewed acknowledged a lack of diversity within their school. Some academics advised that the DTC should not be the burden of PoC alone. They advised that all academics should partake equally, and white colleagues should take responsibility.

"In a racist society it is not enough to be non-racist We must be anti-racist"

-Angela Davis

Recommendations

Where do I start?

Circulate an Agreed Definition of DTC

Some academics may be aware of the term ‘Decolonising the Curriculum’. Others may not. Even still, understandings of the term may vary wildly. It may be wise to educate lecturers on the term DTC before we head into more practical activities. As forementioned, we have developed our own working definition of DTC which could be further developed by staff.

It may be wise to check in with colleagues and make sure all academics have the same understanding of ‘DTC’ and the steps that it may entail. This is to help ensure all academics are on the same page of what is expected.

Understand the Benefits for Your School

A next step may be to help academics understand why DTC may be a positive initiative, and how it aligns with the institution's strategic themes and values. DTC can help to add diverse and global perspectives which may improve the student experience increasing access to knowledge and practice. There may be a perspective from, for example, an East Asian country, that may add a helpful dimension to your student's practice. DTC is also about giving credit where it is due. A lot of PoC researchers and communities have been undermined when it comes to their contributions to modern research. And lastly, DTC may better enable students to engage with a diverse society. Students may become more aware of global perspectives and therefore may become more equipped to communicate and work with our diverse society.

Diversify your Staff

Employing more People of Colour within your school may also be a good step in DTC. This may support diversity by ensuring students are better represented. This can also increase diverse perspectives within the schools through lived experience. PoC staff and PoC students may also collaborate and suggest new ideas/perspectives from across different contexts and sensibilities.

Recommendations

Where do I start?

Re-evaluting your reading lists

Expand your reading list to include more PoC and diverse views. A lot of the time a reading list will consist of source material from a white, straight, cis-gendered male, who at times may even have a history of discrimination. Bringing more marginalised groups into your reading list may help enhance the availability of anti-oppressive material. It may also be helpful to consider that your reading list does not have to be completely remodelled, but that making it more diverse is helpful in broadening the perspectives that can be included.

Some academics believe that removing a person from a reading list due to their history of racism is the right action, though others may find it helpful to include the researcher but also include their history of racism too. It may be a helpful lesson idea to confront racist or discriminatory literature and understand why these ideas are no longer accepted. Reading lists therefore represent not only the 'what' of curriculum design, but also questions about 'how' to engage with such content in anti-opporessive ways.

Consider ESOL (English as second or Other Languages) Students

There may be international and home students with English as an additional language, or those who use a non-standard variety of English, present within your classes. This means it may be helpful for academics to speak in plain and simple English as much as possible, whilst also recognising the different varieties of English and other languages that circulate in university spaces. Recognition of linguistic diversity and English as a language of power therefore raises questions about how standardised English is used within the university for teaching and learning, the academic literacy and support provisions available to staff and students, and the impact this has on how assessment is constructed and implemented across disciplines/fields.

Recommendations

Where do I start?

Reflect on Case Studies

Are the case studies that are used fully reflective of the variable experiences that people with different identities may have of the same phenomena? For example, in medicine, are we using diverse patient pictures to show how different illnesses/diseases present themselves on different skin colours? It's also important to avoid reinforcing harmful stereotypes and narratives in any examples. For instance, a western understanding of schizophrenia as a negative mental condition in which patients should be treated and feared might be questioned in relation to examples from India where some people who are known to 'hear voices' are viewed as 'holy' and 'divine' by priests and sages. By reflecting on case studies from different contexts, DTC practices might be engaged.

Creating Functional Spaces for Harder Conversations

It may be helpful to create/refer to spaces that are purposefully constructed for inclusion. This includes 1) a safe space, 2) a brave space, and 3) an allied space:

A safe space is a space where marginalised communities feel safe discussing shared experiences. For example, the BAME societies/groups within the Strath Union for BAME staff/students to talk about their shared experiences.

A brave space is a space where those who are discriminated against in some way can express their views to those who may not experience the same discrimination. This could include LGBTQI+ staff/students to have discussions with cisgender/straight peers with the aim build understanding, support, accountability, solidarity, and positive change.

An allied space is a space where allies of marginalised communities can meet and share ideas about personal-professional learning and possibilties for solidarity and positive change. An example of this is the HaSS book group for white colleagues that occurs on a periodical basis; the academics here read books regarding racism and white privilege to help support their allyship.

Recommendations

Areas To Consider

Diversifying Perspectives

Within certain modules, a weakness of a perspective will often be “This is a white Eurocentric theory, and this may be inapplicable to BAME”. It is therefore important to include a theory that is applicable to BAME/POC or other marginalised communities and to not simply state this and disregard an alternative.

Furthermore, If it is challenging to incorporate diverse perspectives into the curriculum due to a lack of data or research behind this (or any other reason), confront this challenge. Explain this as a fact, acknowledging a lack of diversity and the reasons why. This is still educational and a step towards decolonisation.

Ask yourself and your colleagues to consider if your course content is sourced from one particular country, race/ethnic group, or gender, and so on. If it is, it may be good practice to expand your source material from other places, people, and perspectives. Furthermore, confront stereotypes within your course. For example, there may be a gender bias.

Finding Time

It is understandable that staff may already have a full schedule and that DTC may be challenging to incorporate. Perhaps DTC should be viewed as a professional development requirement for HaSS and each school. This may help avoid the ‘brush under the rug’ divergences that occur.

Another way to work around the busy schedule is by allowing students to get involved. Students continuously learn and grow, and a fresh perspective may help DTC. Getting students involved through internships, staff-student meetings, and involving PhD students can allow students to decolonise their own learning. Allowing them to have their own input may enable academics to target areas that were initially invisible to them and could position students' diversity as a resource for teaching and learning.

Recommendations

Areas to Consider

Staff Support

Decolonising the curriculum can sound overwhelming. Support in numbers is often found to be beneficial. The HaSS faculty may wish to consider if a support group for its colleagues should be created. This could hopefully help staff support one another through conversation and advice. Though, it may be wise to consider that a colleague within one school may not wish to discuss their efforts with their familiar colleagues due to a fear of judgment. It may be beneficial to pair staff members with others from another school to respect privacy. Examples of this exist within the university like the Race Equality Staff Network, Feminist Network and the LGBT+ Network as well as Strathclyde Union

Working with Different Universities

Our world is more connected now than ever with the use of social media and the internet. Colleagues and universities in parts of South Asia, Africa and the Caribbean may have perspectives/cultural teachings that could make Strathclyde curriculums more diverse. It may be helpful to begin collaborating these colleagues from the Global South and utilising connections already present within the HaSS network. It may also be helpful to contact colleagues of other universities who teach the same subjects and attain helpful tips and information on how they may have decolonised their own curriculum.

Land Acknowledgement Statement

Consider if a land recognition, land acknowledgement, or a recognition of bias and privilege at the start of the year is something that could easily be integrated into your teachings (See the Glasgow Slave Audit for information about the land surrounding Strathclyde university).

Recommendations

Areas to Consider

Using Resources

At a school level, perhaps the school may wish to ensure the university's organisational and quality assurance mechanisms include decolonisation. And that these practices remain the same regardless of the lecturer to ensure that practices within the university support, encourage and value DTC.

Having a padlet/resource outlet that consists of resources for staff to access at any time may become helpful. We have linked Dr Navan Govender's Padlet in our resource section as one such starting point.

Decolonising the curriculum may be a lengthy process, but it is a worthwhile endeavour. Decolonisation is a continuous practice that works toward equity and equality, and should be embedded in everyday practices, curriculum design, pedagogical approaches, institutional and organisational structures, as well as in the university culture.

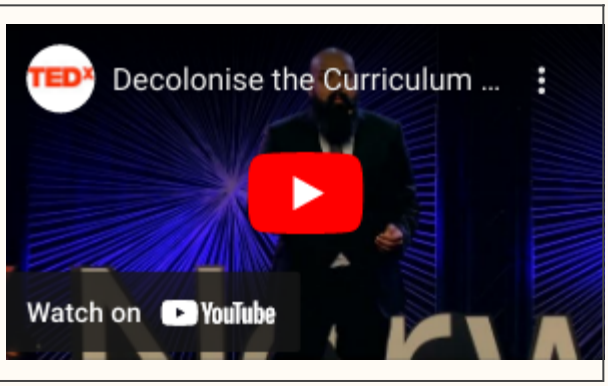
INTERN'S PICKS: RESOURCES

WE HAVE ORDERED THEM BY KNOWLEDGE LEVEL/ ACCESSABILITY

DECOLONISE THE CURRICULUM TEDX TALK (2019)

HTTPS://WWW.YOUTUBE.COM/WATCH?V=8JJRQTUZQTU

A talk by Pran Patel which highlights the importance of including POC voices within education. This talk is especially useful when thinking about why we should expand reading lists and whom we should include.



WHAT WHITE COLLEAGUES NEED TO UNDERSTAND (2020)

HTTPS://WWW.LEARNINGFORJUSTICE.ORG/MAGAZINE/SPRING-2020/WHAT-WHITE-COLLEAGUES-NEED-TO-UNDERSTAND

A compelling piece by Clarice Brazas and Charlie McGeehan. The authors interviewed eight POC educators within the USA about their experiences as an educator of colour. This article highlights the everyday burdens educators of colour experience. "*Racism puts enough burdens on educators of colour; white colleagues can't also expect them to end it.*" If you are a white educator that wishes to DTC this article is a great starting point to understand why white involvement in the practice of DTC is so important.

ROOM OF ONE'S OWN IS NOT ENOUGH: DECOLONISING THE UNIVERSITY SPACE (2021)

RAYADDADI, GAYA. *ROOM OF ONE'S OWN IS NOT ENOUGH: DECOLONISING THE UNIVERSITY SPACE*, GENEVA GENDER CENTRE 2007

Rayaddadi frames decolonisation in the context of gender studies and feminism. They undertake a critical analysis of the university both as a theoretical space of research and as a physical space for students and academics to go to. By doing this it helps to put theoretical ideas into practice, which can be a difficulty in decolonisation. Rayadadi suggests decolonisation practices as encouragement for change, which can be applied throughout all fields of study

GLOBAL ISSUES IN LANGUAGE, EDUCATION AND DEVELOPMENT: PERSPECTIVES FROM POSTCOLONIAL COUNTRIES (2007)

RASSOOL, NAZ. *GLOBAL ISSUES IN LANGUAGE, EDUCATION AND DEVELOPMENT: PERSPECTIVES FROM POSTCOLONIAL COUNTRIES*, BRISTOL, BLUE RIDGE SUMMIT: MULTILINGUAL MATTERS, 2007

This work is accessible for many knowledge levels and describes many complex terms simply, making it a great place to start. Rassool also links the topic of decolonisation to many different aspects that various schools may find helpful. For example, it confronts the use of the English language as a primary language in political affairs which can be seen as a colonial practice.

THE GLASGOW SLAVERY AUDIT (2022)

HTTPS://WWW.GLASGOW.GOV.UK/INDEX.ASPX?ARTICLEID=29117

This resource by Stephen Mullen details Glasgow's ties to slavery. This can be especially helpful when thinking about the University of Strathclyde's proximity to Merchant City. It may be useful to think about this resource in relation to a land recognition at the start of the year.

INTERN'S PICKS: RESOURCES

WE HAVE ORDERED THEM BY KNOWLEDGE LEVEL/ACESSIBILTY

@DECOLONISEMYSELF

WWW.INSTAGRAM.COM/DECOLONIZEMYSELF

An Instagram account that shares content on how one may decolonise their mindset. There is a continuous sharing of knowledge and empowerment if an academic is at the starting point or in-depth exploration of DTC.

KEELE UNIVERSITY, 'DECOLONISING THE CURRICULUM, STAFF GUIDE'

HTTPS://WWW.KEELE.AC.UK/EQUALITYDIVERSITY/EQUALITYFRAMEWORKSANDACTIVITIES/DECOLONISINGTHECURRICULUM/KEELE%20UNIVERSITY%20DTC%20STAFF%20GUIDE%20.PDF

This is an in-depth framework/toolkit by Keele university on how to decolonise the curriculum. Within, there are specific examples of how different schools may exercise DTC. If you are unsure of how to apply DTC to your field of education, this helpful guide as specific examples of how you may go about doing so.

EDINBURGH UNIVERSITY, 'DECOLONISING THE CURRICULUM'

HTTPS://WWW.ED.AC.UK/INFORMATICS/ABOUT/WORK-WITH-US/EQUALITY-DIVERSITY-INCLUSION/DECOLONISING-THE-CURRICULUM#:~:TEXT=IT%20IS%20OPEN%20TO%20INTERPRETATION,LEARNING%20EXPERIENCE%20AS%20INCLUSIVE%20AS

This is some helpful information on how the University of Edinburgh has begun to decolonise its curriculum. There is an emphasis on student experience which staff at the University of Strathclyde may wish to consider in relation to DTC.

MANCHESTER METROPOLITAN UNIVERSITY, 'DECOLONISING THE CURRICULUM TOOLKIT'

HTTPS://WWW.MMU.AC.UK/ABOUT-US/PROFESSIONAL-SERVICES/UTA/REDUCING-AWARDING-GAPS/DECOLONISING-THE-CURRICULUM-TOOLKIT#AI-45884-3

A helpful toolkit for DTC with many different in-depth resources focusing on different faculties and schools within a university. Perhaps accessing this resource will help academics see how another university has actively DTC.

TEACHING RACE AT HISTORICALLY WHITE COLLEGES AND UNIVERSITIES: IDENTIFYING AND DISMANTLING THE WALLS OF WHITENESS

RAYA BRUNSMA, D. L., BROWN, E. S., & PLACIER, P. (2013). TEACHING RACE AT HISTORICALLY WHITE COLLEGES AND UNIVERSITIES: IDENTIFYING AND DISMANTLING THE WALLS OF WHITENESS. CRITICAL SOCIOLOGY, 39(5), 717–738. HTTPS://DOI.ORG/10.1177/0896920512446759

A USA-based journal article that explores the challenges of teaching race and racism at historically white-dominated colleges and universities. It may help academics understand whiteness and therefore understand how it runs through higher level education.

Resources:
Disability & Ableism

Abelsim is the discrimination of those who are not able-bodied. This can occur in higher education without intent. Access Living believes that "At its heart, ableism is rooted in the assumption that disabled people require ‘fixing’ and defines people by their disability. It is therefore important we consider those who may have disabilities when DTC.

https://www.timeshighereducation.com/campus/checklist-making-disability-inclusion-reality-higher-education

Times Higher Education, '*A Checklist for making disability inclusion a reality in higher education*'

https://www.higheredtoday.org/2020/10/19/higher-educations-challenge-disability-inclusion-campus/

Higher Education Today ‘Higher Education’s Challenge: Disability Inclusion on Campus’

Empowering Disabled Students in the University System | Rebekah Lamb | TEDxVUAmsterdam

Resources:

Ageism

Ageism occurs when discrimination is based on the age of someone, this can be someone at any age. This can occur in higher education frequently, for example, viewing mature students as out of touch with technology or refusing to hire a young person based solely on their age.

https://theconversation.com/teaching-university-students-to-be-age-conscious-could-help-address-our-elder-care-crisis-169935

Russel, E ‘Teaching university students to be ‘age-conscious’ could help address our elder care crisis’

https://www.equality.admin.cam.ac.uk/files/brookes_report_age.pdf

Manfredi, A. 'Developing Good Practice in Managing Age Diversity in the Higher Education Sector: An Evidence-Based Approach

Resources:

Gender Equality & Feminism

Gender equality is an aspect of decolonisation that has seen significant effort directed to the movement. However, this does not mean to say that the issue of gender equality is anywhere near resolved. It is for this reason that gender equality and feminism should be studied and thought about in regard to decolonisation and the university curriculum.

https://www.strath.ac.uk/humanities/schoolofsocialworksocialpolicy/equallysafeinhighereducation/eshetoolkit/

Donaldson A., McCarry M. and McGoldrick R. (2018) *Equally Safe in Higher Education Toolkit: Guidance and Checklist for Implementing a Strategic Approach to Gender-based Violence Prevention in Scottish Higher Education Institutions*. Glasgow: University of Strathclyde.

https://www.advance-he.ac.uk/equality-charters/athena-swan-charter

Advance HE '*Athena Swan*'

https://www.timeshighereducation.com/campus/ten-ways-universities-can-tackle-gender-inequality

Times Higher Education, '*Ten ways universities can tackle gender inequality*'

Resources:

Inclusive Language

Inclusive language is extremely important in the university setting. It can be the difference between a student or colleague feeling safe and open to sharing ideas, to unsafe and closed off. While it can be tricky at first to understand terms and when to use them it is a great way to implement decolonised practices every day

https://www.staffnet.manchester.ac.uk/equality-and-diversity/training/inclusive-language/	University of Manchester, '*Equality, Diversity and Inclusion*'
https://www.ed.ac.uk/editorial-style/language-tone/inclusive-language	University of Edinburgh, *'Inclusive Language'*
https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf	American Psychological Association, *Equity, Diversity, and Inclusion: Inclusive Language Guidelines*

Resources:

LGBTQIA+

The LGBTQIA+ community makes up a large portion of Strathclyde's student body and faculty. It is therefore evident that Strathclyde should be a safe space for this community. While there has been progress in regard to the representation and protection of the LGBTQIA+ community, there is always more work that can be done.

https://lgbteducation.scot/

LGBT Education Scotland

https://www.advance-he.ac.uk/knowledge-hub/lgbtq-inclusive-curricula-university-birmingham

University of Birmingham, *'LGBT Inclusive Curricula'*

TransEdu Resources
https://www.trans.ac.uk/

Resources:

Microaggressions

The Harvard Business Review defines microaggressions as verbal, behavioural, and environmental indignities that communicate hostile, derogatory, or negative racial slights and insults to the target person or group. They are especially damaging because in some cases, they can go unnoticed by most people. However, for the person they are aimed at it can make them feel isolated, offended and unsafe.

https://collegeeducated.com/resources/avoiding-microaggressions-in-classrooms-and-online/

College Educated, '*Avoiding Microaggressions Classrooms and Online*'

https://www.diverseeducators.co.uk/microaggressions-toolkit/

Diverse Educators, *Microaggressions Toolkits*'

https://www.tandfonline.com/doi/full/10.1080/09687599.2019.1680344?casa_token=imLiB-padx4AAAAA%3AKzoTLJOac7VNg4SAdQssBBUiNM0Q8RqL-ncek2VhjVy0Ar8Nez2w7o_4GXO8VJSRGRcVePDrBGA5GA

Kayla Lett, Andreea Tamaian & Bridget Klest (2020) Impact of ableist microaggressions on university students with self-identified disabilities, Disability & Society

Resources:

Intersectionality

As previously established, DTC is an umbrella term that covers a wide array of themes and issues. It is therefore essential to understand these in the broader sense and think about the intersectionality of DTC. The resources below are great examples of how we can appreciate DTC as a multifaceted process.

https://strath-my.sharepoint.com/personal/navan_govender_strath_ac_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fnavan%5Fgovender%5Fstrath%5Fac%5Fuk%2FDocuments%2FStrath%202021%2D2022%2FC%26P%20English%2Fmini%20packs&ga=1

Mini-packs for personal and professional development in (English) Education, *Navan Govender*

https://www.teaching-matters-blog.ed.ac.uk/decolonising-the-curriculum-sharing-ideas-the-podcast-series-2/

Decolonising the Curriculum – Sharing Ideas: The Podcast Series, *Teaching Matters*

Objective Art Element

THANK YOU

Thank you for reading our zine! We hope this resource will initiate conversations and action, as well as provide clarity.

If you have any further questions please email either of us:

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Ali, D. & St George, S.

RePresent Strathclyde

Decolonising HaSS Curriculums

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