


Students as Partners in Developing an Antiracist Curriculum



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The School for Advanced Studies in the Arts and Humanities (SASAH)

People

Matthew Dawkins, SASAH Discipline Rep 2020-21

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Aara Suksi, current SASAH Director

Aisha Haque, CTL Director

Towards Engaged Educational Practices Regarding Decolonisation, Anti-Racism, and Inclusion

1. My role as Department Representative on AHSC - The significance of student government.
2. *"Towards Engaged Educational Practices Regarding Decolonisation, Anti-Racism, and Inclusion"* - Our Conversation and SASAH's role
3. SASAH setting the foundation for student partnership

Teaching With Humanity Retreat (June,15-16 2021)

Anti-racist, Decolonizing, and Indigenizing Pedagogical Practices in Arts & Humanities

1. **Student Panel and presentation of student contributions**
2. **Keynote Speakers: David Simmonds, Christie Bressette**
3. **Workshop: Aisha Haque and Sara Mai Chitty**
4. **Small and Large Group discussions**
5. **Over 50 participants**
6. **TWH Lunchtime Conversations**

How to include students safely and comfortably?

We wanted to make sure that we were collecting and presenting students' stories, opinions, and ideas.

At the same time, we wanted to recognize the traditionally hierarchical structure in the University and its classrooms and its inhibiting effect on the expression of students' contributions.

We wanted students to have safe and comfortable ways to contribute to the discussions.

Teaching with
Humanity:
Student Voices

What are the practical ways we can think about fostering an anti-racist and decolonized student experience in the classroom?



Theme:

01

Addressing Racial Discourse



For teachers



For students

This student says...

Student Submission



“I recently had a course that taught about some research and findings rooted in racism that was later proven to be untrue. However, how it was worded and taught made it appear as though this work was never disproved and still held truth. It was not until two weeks later that it was clarified that this work had been disproved and was indeed rooted in racism.”

Theme:

02

Academic Freedom and Race Discourse

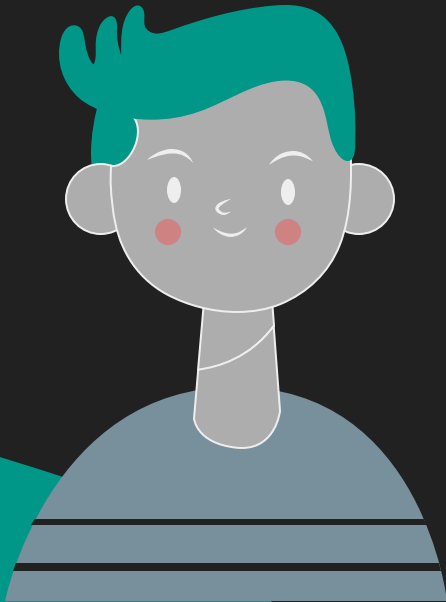
For teachers

For students



This student says...

Student Submission



“When I mentioned that African Americans were systematically oppressed and subject to police violence, a fellow student disagreed with me, citing statistics of black-on-black violence. This was not the only incident where this kind of racist rhetoric was vocalized in the classroom. And while I do not think anyone would disagree with academic free speech, I think that this kind of uninformed speech that borderlines on hateful should be eliminated.”

Theme:

03

Listening to BIPOC students

For teachers

For students



This student says...

Student
Submission



Sometimes, people need to be listened to as a means to feel heard, that they are respected and that their experiences are valid and worthwhile, which helps bring this type of conversation to the classroom setting. What these experiences bring can be difficult to talk about, so it is important to provide ways to discuss these issues in an educational setting as painlessly as possible.”

Theme:

04

Self Reflection

For teachers

For students

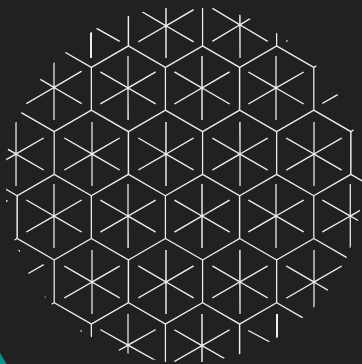
This student says...

Student Submission



“In one of my sociology classes, the professor was stand-offish to/ ignored my emails that suggested corrections about statements she was making about my religion and culture. Her lack of acknowledgment means that students were and will continue to be taught misinformation about me, increasing my risk for discrimination (and maybe even racist violence) on campus and in the greater society. Educators must be required to continuously further their knowledge on current issues and the diversity in their classrooms.”

Theme:



05

Diversify the Curriculum

For teachers

For students



This student says...




Student Submission

By far the largest concern is how many courses include their 'diversity pieces' at the end of the syllabus, taught during the last few weeks at a point where students' attention is often divided—half actually in class content and the other half buried in all the other end-of-term work. This is how the presentation of diversity in curricula often feels like; an afterthought. A quick pat-on-the-back after tacking it on at the end to complete a teaching requirement. It would be so much more effective and genuine if it wasn't so obviously injected into the end of the syllabus as if to hastily satisfy the 'diversity component' but actually integrated throughout the course content as something worth talking about.”

Reflection Question:

06



What provocation have you heard from the students that you believe is applicable to your teaching and what are some initial ways you plan on addressing them?

For teachers

Thank You!