

Videos in Review: Insights from the Team

with Barbara Saldana & Sandra Mouafo

Keywords: Intersectional Identities, Allyship, Activism, Anti-Racism, Decoloniality, Education, Active listening, Information Seeking, Social Justice

Related Course Subjects: Diversity and the Contemporary World, Sociology, Anthropology, Psychology, History, Political Science

Barbara and Sandra look back at all the videos uploaded to the platform up to this point and engage with them from their own perspectives. They talk about what they related to and learned about, but most importantly, they emphasize the importance of taking personal action and encourage everyone watching to do the same. They let us know that being an ally to a cause does not have one right way of being. It is all about intent and self-reflection.

Video URL

<https://youtu.be/o82xmyZk0ho>

Goals/Objectives

After watching the video, students will be able to:

- Describe briefly what each video mentioned talked about
- Give reasons why it is vital to engage in social justice work
- Describe who can engage in social justice work and how
- Describe their own intersectional identity
- Give some examples of “colonial thinking.”
- Give examples of ways to inform oneself
- Give reasons why it is important to engage in active listening
- Give examples of activism operating on different scales
- Give examples of racism operating on different scales (systemic/interpersonal, covert/overt)
- Give examples of different forms of militance



About The Decolonial Perspectives & Practices Hub

The Decolonial Perspectives & Practices Hub is a student-led initiative to provide a platform for the community to collaborate and develop meaningful solutions to the systemic issues faced by underserved groups in academia. Our mission is to advance knowledge and understanding of these issues and provide a space to engage in research and learning that is open to all experiences each individual brings.

About the Anti-Racist Pedagogy Project

The Anti-Racist Pedagogy Project is a video library that showcases pre-recorded talks by local community activists, students and educators in Montreal and Canada and transforms them into anti-racist educational resources for the classroom. Undergraduate and graduate students from Concordia and McGill University created the content for these course packages. These resources exemplify the power of student leadership and their contribution to advancing antiracist education.

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Pre-Class Self-Reflection Exercise (Educators)

Fully engaging with antiracist pedagogy starts with self-reflection and accountability. **If you are familiar with antiracist education, you know that the best way to teach antiracist pedagogy is to model antiracist praxis and thought.** As such, we have developed a series of self-reflection questions for you to consider before integrating anti-racist educational materials into your classroom. The night before class or at least a few hours before class, give yourself time, without distractions, to reflect on the questions below - you can write them down or reflect on them with yourself paper free!

Be reflexive

- What does antiracist pedagogy or education mean to you?
- What is the relationship between your identity and antiracist work? How would you describe your role in antiracist work?
- How do you view the mutualistic exchange between yourself and your students? Do you adjust your teaching style accordingly?
- What is the difference between engaging with our repository as a knowledge exchange versus a knowledge extraction?

Be accountable

- To what extent have you engaged with antiracist or anti-oppressive education or philosophies within your life/work? Why or why not?
 - What has the silencing or exclusion of another person or group looked like in the environments that you frequent? What have you done, or what could you have done to remedy it?
 - Reflect on how you have engaged with literature, presentations and other forms of knowledge led by Queer, Trans, Indigenous, Black, Asian, and other POC in your academic, personal, or professional lives.
 - What has been your role in disrupting and mobilizing against racism and oppression interpersonally or in the environments you frequent?
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Guiding Questions

Before watching the video

Pre-Video Questions -Students

- What does it mean to partake in social justice work?
- Who are allies, and is there a correct way to be one?



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- What is racism, and where is it present?
- Do you inform yourself about what is happening in the world or history? If so, what are your sources?

While watching the video

As you watch the video, take note of the following:

- How do Barbara and Sandra’s identities partake in their role as social justice advocates?
- Which videos/themes do you relate to? Which spoke to you?
- What is the takeaway here?

After watching the video

Post-video Questions

- Why is it important to be rooted in your identity before engaging in social activism?
- Why is it essential to analyze racism/injustice from an intersectional point of view?
- What is the difference between saying “I am racist” and “I have some racist beliefs”?
- What does it mean to “deconstruct” yourself?
- What makes you, you? When did you learn about these identity traits?
- How do we hold people accountable? Ourselves? Entire systems?
- How can you make activism part of your life?

Assignments / Writing topics

- Some identifying traits are invisible not because they do not exist but because they are assumed until disclosed otherwise visually or orally (whiteness, heterosexuality, able-bodiedness, etc.). Do some research about a categorical identifier and how it became a meaningful way to define oneself (e.g., race, gender, sexuality). How did this construct appear, and what are its repercussions/consequences? Present to the class in the form of a presentation.
- When discussing social injustices, we often develop our work within one category of analysis. An intersectional approach suggests that a person having two intersectional identity traits – forms a 3rd dimension which is the combination of the two and has its specificities. They do not operate separately from each other and thus create a deeper layer of complexity. Pick a specific intersectional identity; it may be your own (consider 2+ traits, e.g., woman/lgbtq2s+, white/male, disabled/Asian, non-binary/obese) and describe the specificities this intersectionality entails. What are the potential needs/privileges? What biases does it trigger? Present in the form of an essay.
- Finish the sentence “I am...” 20 times. Analyze it, keeping in mind the concepts of the video. What are your identifiers? Are they adjectives? Roles? When did they become necessary in your life, and how did they benefit or disadvantage you? Present to professor in written/artistic form.
- Conduct auto-ethnography research in written form, thinking about the labels/identifiers you carry and how they interact with society. Are they defining you, or do you define them?



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Anti-Racism Project – Video Library – Course Package

- Present a timeline of significant changes that took place in the field of anti-racist education in Canada in the last 50 years. Analyze educational institutions and curriculums. Present to class. (e.g., Implementation of CRT)
- In small groups, simulate class debates about ongoing social justice issues (Bill 21, Defunding of Police, Vaccine Passports, Removal of Confederate Monuments, Immigration Reform, etc). Randomly assign the “for/against” to expand knowledge of arguments on both sides and sensitize the class about the dangers of “echo chambers.”
- Perform in class. Alternatively, divide into groups of 2 and discuss more privately.

Taking Action

- Start following people/reading articles that you disagree with.
- Next time conversing with someone, practice “active non-judgemental listening.”
- Make a list of concepts/themes/topics you gathered from the AARP videos. Devote 2 hours weekly, during which you will inform yourself about issues/concepts you need to become more familiar with.
- Create three goals you would like to achieve during the upcoming year related to your personal role as an agent of social justice.

Student Group Reflection

1. What is something new that your group learned or began to consider from watching the video?
2. What type of educational videos on systemic racism would you like to see more of?
3. How can you combat systems of oppression and exclusion in your individual lives?
4. Why is having an anti-racist approach to your work/studies important?
5. After today’s exercise, write down two suggestions for your professor on making your class more inclusive.

Thank you for implementing our resources and supporting anti-racism efforts in education. If you have any questions or feedback, please email us!



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