

Les femmes noires et la COVID-19 : des sacrifices

with Dr. Jade Almeida

Keywords: Healthcare, Social inequalities, White supremacy, Environmental racism, Anti-Black Racism/oppression, Stereotypes, White Feminism and social advancements, Visibility, Power of voices and images

Related Course Subjects: Human Rights, Immigration Studies, Diversity and the Contemporary World, Political Science, History, Community, Public Affairs and Policy Studies, Demography, Nursing, Medicine, Social work, Childcare, Teaching, Psychology, Communication and social media, Journalism

Jade Almeida discusses why some neighbourhoods and communities were more affected than others during the COVID-19 pandemic. She analyses the role of Black women during the pandemic and the diverse stereotypes that were and still use to this day to lock Black women into specific boxes leading them to be overrepresented in particular jobs.

Video URL

<https://youtu.be/ecidnlysqbs>

Goals/Objectives

After watching the video, students will be able to:

- Identify how social structures contributed to the pandemic.
- Verbalize the importance of visibility
- Understand how stereotypes can affect people at different levels
- Give an example of how laws, the justice system, and social structures, in general, contribute to stereotypes
- Understand the role of the media in the dissemination of images, stereotypes, and its power for visibility
- Understand the importance of visibility



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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- Understand the notion and the role of environmental racism

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?



Guiding Questions

Before watching the video

Pre-Video Questions -Students

- Why is society treating people differently?
- What is the impact of how society treats people differently?
- What are the diverse voices you are listening to? Books, leaders in your field etc.
- How do black women experience the world differently?
- How were you able to be protected during the pandemic?
- What is intersectionality? Why is it important?
- How do social advancement movements include diverse communities?

While watching the video

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

- How did social inequalities affect the management of the pandemic?
- How do stereotypes and lack of visibility affect peoples' job choices?
- How can social media and journalism be a tool to fight invisibility?
- How does academia contribute to invisibility, and how can it help fight it?

After watching the video

Post-video Questions

Pandemic management

- How does living in different neighbourhoods affect the management of the pandemic? At a personal level? At a governmental level?
- How did social structures affect the possibility of some being protected during the pandemic? Can you identify the populations and the reasons?

Environmental racism

- What is environmental racism?
- How can environmental racism be linked to the video?
- Give examples of environmental racism. What kind of population is it affecting? How are laws and the justice system involved?
- How is environmental racism linked to health? How is environmental racism affecting the health of specific populations?

Black women's image and other stereotypes

- What are the stereotypes of Black women? Can you consider where these stereotypes come from and how they affect Black women?



- What are other stereotypes you can consider? E.g. Indigenous, Muslims, Latinos, disabled people etc...
- Why/how can these stereotypes harm the individual/the society?
- How are laws and the justice system affected by these stereotypes?
- How are research and the medical system affected by stereotypes?
- What are ways to fight against these stereotypes?
- Discuss how environmental racism can originate from physiological/medical/societal stereotypes.

Visibility

- What is visibility? Why is it important, especially for “invisible” people?
- Why are some people considered “invisible”?
- Why is it essential in the media, academia, and research to increase the voice and the visibility of “invisible” people?
- How is invisibility (and lack of intersectionality) affecting social and political movements? E.g. Feminism, Socialism, Environmentalism etc...

Assignments / Writing topics

Pandemic management

Reminisce how you and your family dealt with the pandemic. Compare in a table how the pandemic management would have been different if you lived in another neighbourhood or country. Think about the following themes: Salary, rent, food availability, space for quarantining, space for taking a walk, living near green areas, general health, age etc.

Environmental Racism

Present an example of how urbanization and gentrification affect people's health in any format you want (essay, PowerPoint, TikTok or YouTube videos, etc....)

Black women's images and Stereotypes

Write an essay demonstrating how stereotypes affect your field and identify at least three solutions that were/are/will be essential to implement to fight these harmful views.

Visibility

How would you diversify your class readings? Create a mock syllabus including “invisible voices” and clearly states how their point of view is important/necessary to be taught.



Taking Action

- Think about your views on people and think about where these views are coming from.
- Read and creatively give voices to those considered “invisible” people. Share them during your class and on social media.

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.
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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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