



'Decolonising the Humanities, rethinking the curriculum:

What, why, and where next?'

A Study Day hosted by the School of Humanities' EDI Committee

Wednesday 22 January: 10am-1pm & 2-4pm

Room 251, Gilbert Scott Suite, Main Building

A wealth of debates and initiatives have unfolded since students around the UK started calling for the decolonisation of University curricula a decade ago. At UofG too, academics and students have engaged in a rethinking of teaching and learning, engaging with paradigms that question what role power and positionality play in our teaching and learning, and how we can create a socially transformative curriculum and inclusive learning environment. Today, DTC conversations seem to be positioned in a complex context: on the one hand, universities have started institutionalising the DTC agenda, urging us to take stock of the impact DTC is having and re-radicalise its agenda. On the other, there are signs of a conservative backlash against socially radical research and teaching, offering us an opportunity to restate our commitment and rethink our approaches.

While we recognise that University teaching sits in wider political contexts, the Study Day focuses specifically on teaching and learning in Humanities subjects. Discussions will involve: examples of course reform across the School of Humanities; ongoing conversations in radical pedagogy; the importance of activism and the experience of the 'Black University'; and collaborations between the higher education and heritage sectors.

The Day is open to all students and staff at UofG. The event is free but registration is necessary:
<https://www.eventbrite.com/e/1119688742169?aff=oddtcreator>

For further info please contact maud.bracke@glasgow.ac.uk

Programme

10am-10.20: Coffee, introduction (Maud A Bracke)

10.20-10.40: Dustin Hossaini (School of Education) & Zayba Ghazali-Mohammed (School of Psychology):
"Reflections on collaboration: working across the disciplines to enable decolonial praxis within the
Decolonising the Curriculum Community of Practice"

10.40-11.00: Rosie Spooner (Information Studies): "Debating Decolonisation: Museums, Empire and Critical
Pedagogy"

11.00-11.20: Alasdair Whyte (Celtic and Gaelic Studies): "Cultural ethnicity and decolonising Scotland from a
Gaelic perspective"

11.20-11.30: Coffee

11.30-1.00: Small-group discussion

2.00-2.20: Messias Basques (Beniba Centre for Slavery Studies): "Who can speak? Lessons learned from Black
students"

2.20-2.40: Taylar Carty & Kwame Amoah-Boateng (PhD researchers): "From Academics to Activists: Re-
Radicalising Decolonial Practices and Lessons from 'The Black University'"

2.45-3.30pm: **Keynote talk:** Loretta Mordi (Museum Development Manager, Museums Galleries Scotland):
"Decolonising the Curriculum: Museums' and galleries' efforts supporting teaching and learning"

3.30-4.00: Discussion and next steps

Abstracts and speaker bios

Dustin Hossaini works at the School of Education. His scholarly interests include decolonizing education; academic, digital and critical media literacies; and critical pedagogy. He teaches, mentors and coaches academics in creating blended and fully online courses. He is co-leader of The University of Glasgow Decolonising the Curriculum Community of Practice.

Zayba Ghazali-Mohammed is a lecturer in Psychology, a developmental psychologist, and the Race and Equality Champion for the School of Psychology and Neuroscience at University of Glasgow.

Rosie Spooner is Lecturer in Information Studies (School of Humanities) at the University of Glasgow. Sitting at the intersection of cultural history, museum studies and postcolonial/decolonial studies, her research and teaching concern the history, theory, and practice of museums and other memory institutions within an imperial context and the contemporary legacies of these entanglements. She was part of V&A Dundee's Decolonisation Advisory Group and the UK Museums Association's Decolonisation Leaders Network.

Just as discussions of decolonising higher education have intensified in recent years, so have debates around what it means to decolonise museums rippled through the UK heritage sector. We see these parallel sets of debates intersect in profound ways in the teaching of museum studies. Through training the next generation of museum workers, can professional preparation degree programmes help change the museum sector from the ground up? Moreover, what does 'decolonisation' even mean in the context of museums located in the former imperial metropole? This paper thinks through these questions, using the PGT course 'Power & Politics in the Post/Colonial Museum' as its case study.

Alasdair C. Whyte was appointed as a Lecturer in Celtic Onomastics (Name Studies) at the University of Glasgow in October 2024. His current research focusses primarily on the place-names of Mull and the surrounding area but his work includes a range of other aspects of Gaelic, Celtic and Scottish Studies, especially ecology, folklore, linguistics, literature and song. He was named Gaelic Ambassador of the Year by The Scottish Government in 2019–2020.

The phrase 'internal colonisation' has been used to describe the treatment of the people of the north-west Highlands and Islands of Scotland by the rulers and governments of Scotland and the UK. In recent years, the concept of the indigeneity of these people, in terms of their culturally distinct ethnicity, has become increasingly audible in public, as well as academic, discourses. In this talk, I will discuss curriculum development in Celtic & Gaelic at UofG, in courses led by Celtic & Gaelic staff and developed with other Subject Areas. I will also discuss examples of knowledge exchange and research impact in relation to wider decolonisation of Scotland outwith academia, including work with schoolteachers and public bodies.

Taylor Carty is a history PhD researcher at the University of Glasgow, exploring the experiences of free and enslaved Black girls in Barbados from 1750-1838. She has also worked as a facilitator and consultant at the International Slavery Museum and The Walker Art Gallery.

Kwame Amoah-Boateng is an early career researcher, facilitator, and anti-racist education specialist. He is currently carrying out his PhD at the University of Glasgow. His research looks towards Black and decolonial ecologies to explore the extractive relationships between mining and palm plantations in Ghana, and the various methods of community resistance deployed for social and ecological justice.

Their presentation highlights tools and methodologies with which to analyse works outside the colonial perspective. Reflecting on theories from the 'The Black University' framework, the presentation considers the radical steps needed to truly achieve a decolonised curriculum.

Messias Basques is an anthropologist and educator with a PhD in Social Anthropology from the National Museum of Rio de Janeiro. Most of his work and teaching projects focus on indigenous peoples in Brazil and the African diaspora in the Americas and the Caribbean. Before joining the University of Glasgow and the Beniba Centre for Slavery Studies, he was a visiting scholar at the Afro-Latin American Research Institute at Harvard and a Mellon Postdoctoral Fellow in Africana Studies at Williams College, USA.

Loretta Mordi is the Museum Development Manager – Learning and Engagement at Museums Galleries Scotland and has a passion for education, learning, culture, equality, diversity, inclusion, and social justice. A qualified teacher with a master's degree in education (MEd - Curriculum, Psychology, Philosophy and Education), her role includes driving strategic learning and engagement through supporting the sector to deliver the National Strategy for Scotland Museums and Scottish Government National Priorities. She convenes the Museums Galleries Scotland Strategic Learning Forum.

The keynote talk will look at the role of museums and galleries as education and learning institutions and how they support Scotland's educational system. It will highlight some of the current initiatives and projects that museums learning practitioners have been doing to support decolonising the curriculum in teaching and learning in schools through collaborations.

