

Whitewashed :

IR Education and Curricular Reconstruction at St Andrews

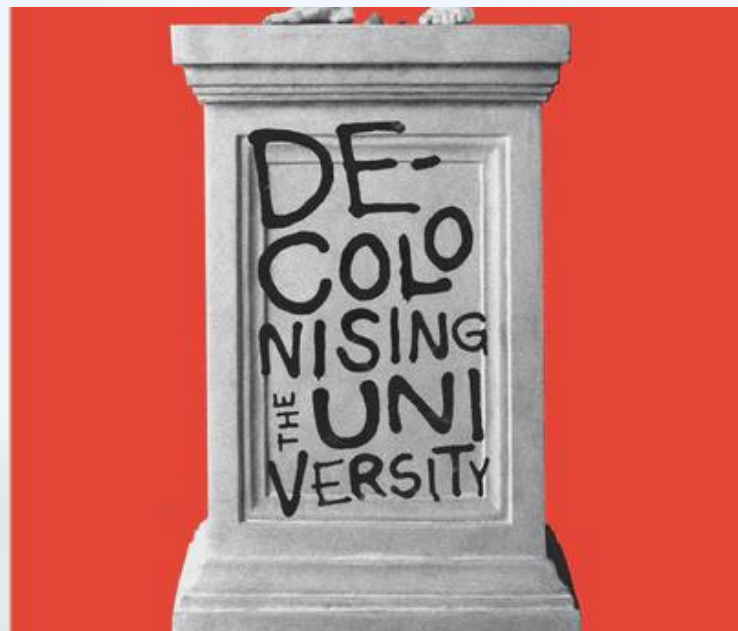


THE
**THIRD
GENERATION
PROJECT**

WHAT ARE OUR GOALS?

1. To examine patterns of representation in IR syllabi for the 2019/2020 academic year;
2. To ignite a conversation among students, faculty and staff about the current IR curriculum;
3. To diversify course syllabi, digress from the established canon and decentre knowledge and knowledge production





WHY THIS PROJECT?

WHY THIS PROJECT? (II)

- 'Rhodes Must Fall', Oxford
- 'Why is my curriculum so white?', UCL, Leeds
- 'Decolonizing Soas'
- 'Decolonise UKC', University of Kent Law School
- 'Keele Manifesto for Decolonizing the Curriculum'
- 'Cambridge Decolonisation Network'
- 'Decolonising LSE Collective'
- 'Liberate My Degree,' Goldsmiths



HOW ARE WE APPROACHING OUR REVIEW?

1. Build relationships with student society organizations, especially those representing BAME students, students with disabilities, and students who identify as LGBTQI;
2. Coordinate a mapping exercise of core course syllabi in International Relations for the 2019/2020 academic year;
3. Organize student-led focus groups with BAME and 'othered' students, to identify research needs and priorities based on preliminary findings;



HOW ARE WE APPROACHING OUR REVIEW? (II)

4. **Conduct interviews with faculty and staff**, including Heads of School, Lecturers, Directors of Teaching, Equality and Diversity Officers, Head of Equality and Diversity;
5. Host a **student-led symposium** open to all staff and students to discuss findings and develop recommendations;
6. **Produce a 'Final Report'** for publication on the Third Generation Project's website, and for circulation with the School of IR.



WHAT HAVE WE FOUND SO FAR?

IR 1006: FOREIGN POLICY AND DIPLOMACY IN GLOBAL POLITICS

Author Sex	Male	222
	Female	46
	Unknown	1
	TOTAL	269

Author		
Nationality/Region	United States	100
	Britain	61
	Northern Europe	25
	Canada	15
	South Asia	10
	China	6
	Australia and NZ	4
	Sub-Saharan Africa	4
	Latin America	3
	East Asia	2
	MENA	1
	Southeast Asia	0
	Unknown	38
	TOTAL	269

University Region	United States	122
	Britain	76
	Northern Europe	20
	Australia and NZ	13
	Canada	7
	Southeast Asia	4
	Sub-Saharan Africa	2
	South Asia	2
	East Asia	2
	China	1
	Latin America	1
	MENA	0
	Not Affiliated	17
	Unknown	2
	TOTAL	269

WANT TO LEARN MORE?

On critical pedagogy

Freire, Paulo. 1970. *Pedagogy of the Oppressed*. New York, NY: Continuum. [Preview](#).

Giroux, Henry. 2011. *On Critical Pedagogy*. London, UK: Continuum. [Preview](#).

hooks, bell. 1994. *Teaching to Transgress*. New York, NY; Milton Park, UK: Routledge. [Preview](#).



WANT TO LEARN MORE? (II)

On decolonizing methodologies

Bhabra, Gurminder K., Dalia Gebrial, Kerem Nişancıoğlu. 2018. *Decolonizing the University*. London, UK: Pluto Press.

Smith, Linda Tuhiwati 2012 [1999]. *Decolonizing methodologies: Research and indigenous peoples*, 2nd ed. New York, NY; London, UK: Zed Books. [Preview](#).

Tuck, Eve and K. Wayne Yang. 2012. 'Decolonization is not a metaphor', *Decolonization: Indigeneity, Education & Society*, 1 (1), pp. 1-40. [PDF](#).



WANT TO LEARN MORE? (II)

On Anti-racism and allyship

'A different booklist': <https://www.adifferentbooklist.com/?q=h>

Ijeoma Oluo. 2019. *So You Want to Talk about Race*. New York, NY: Seal Press. [Preview](#).

Resources compiled by Black Lives Matter:
<https://blacklivesmatters.carrd.co/#educate>

'Teaching while white' resources:
<https://teachingwhilewhite.org/foundational-texts>.

Racial Justice Resources: <http://www.glad.org/racial-justice-resources/>.



WANT TO BECOME INVOLVED?

- If you'd like to learn more about our project, participate in interviews or focus groups or become involved in other ways, please reach out to Ali Watson (amsw@st-andrews.ac.uk) or Meghan Laws (ml270@st-Andrews.ac.uk).

