

The background is a complex, abstract composition of various geometric shapes and patterns. It includes large, overlapping circles and arcs in shades of blue, green, and red. There are also smaller elements like a blue cross-like shape on the left, a red and white striped circular segment on the right, and a grey area with blue swirls in the top right. The overall effect is a vibrant, multi-colored collage.

Reflections on ‘unlearning’, community-building, and anti-racism

14eg Gynhadledd Addysg a Phrofiad y Myfyrwyr Flynyddol /

14th Education and Student Experience Conference

Dr Catrin Wyn Edwards

Adran Gwleidyddiaeth Ryngwladol / Department of international Politics



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Context

- MA module, 'Race, (Im)mobility and Incarceration'
- Introduces students to critical approaches to policing, bordering, and migration and key theories on racial capitalism, prison and border abolition, and productions of Black and Indigenous criminality
- Responds to the fact that the discipline is rooted in 'racialised, capitalist, cis-normative heteropatriarchal structures of power, and in the epistemic violences of colonisation committed against the bodies and lives of black and Indigenous peoples, and peoples of colour' (Boer Cueva et al. 2023: 423)
- Aim: Foster a space of (un)learning where students could critically interrogate the discipline and their positionalities and privileges and develop practical tools for collective engagement and solidarity.

Key principles

1. Supporting processes of learning and unlearning
2. Community-building and collaboration
3. Communication and consultation



Source: Louise Michel
<https://mvlouisemichel.org/>



1. Supporting learning and 'unlearning'

IR 'reproduces the discipline's erasures and ignorance of the effects of colonisation and ongoing forms of marginalisation, knowledge extraction, and harm that normalise existing structures of power. [...] As teachers, we have to consistently engage in un-doing the violence of disciplinary history. We theorise that this is so because the artefacts we teach are the product of a knowledge life cycle immersed in, and structured by, coloniality and hierarchy' (Cueva et al., 2023: 422)

Artwork by Jordan Bennett, 'Histories between and through time' (2017).

⋮↔Movement for the Survival of the Ogoni People

👁Yn weladwy i fyfyrwyr ▾

An example of resistance in practice.

⋮↔Cite Black Women

👁Yn weladwy i fyfyrwyr ▾

An example of resistance in practice. This is a reminder to cite Black women. "It's simple: Cite Black Women. Black women have been producing knowledge since we blessed this earth. We theorize, we innovate, we revolutionize the world. We do not need mediators. We do not need interpreters. It is time to disrupt the canon. It is time to upturn the erasures of history." Cite Black Women

⋮↔Street Transvestite Action Revolutionaries: Survival, Revolt and Queer Antagonist Struggle

👁Yn weladwy i fyfyrwyr ▾

An example of resistance in practice.

⋮↔'EULOGY FOR THE DEAD SEA' Screening + Community Meal

👁Yn weladwy i fyfyrwyr ▾

This is an event that will be held in town. It reflects components of the module and I wanted to let you know th

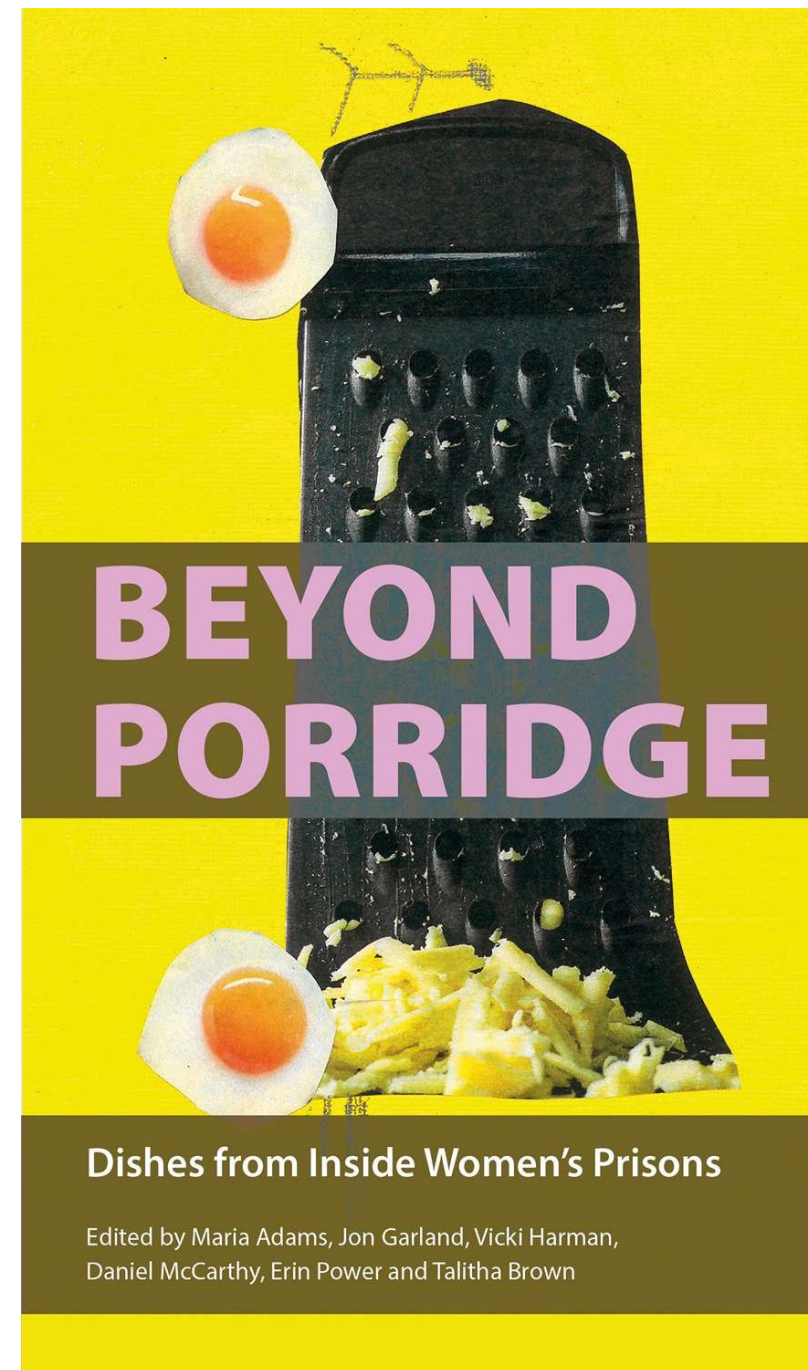
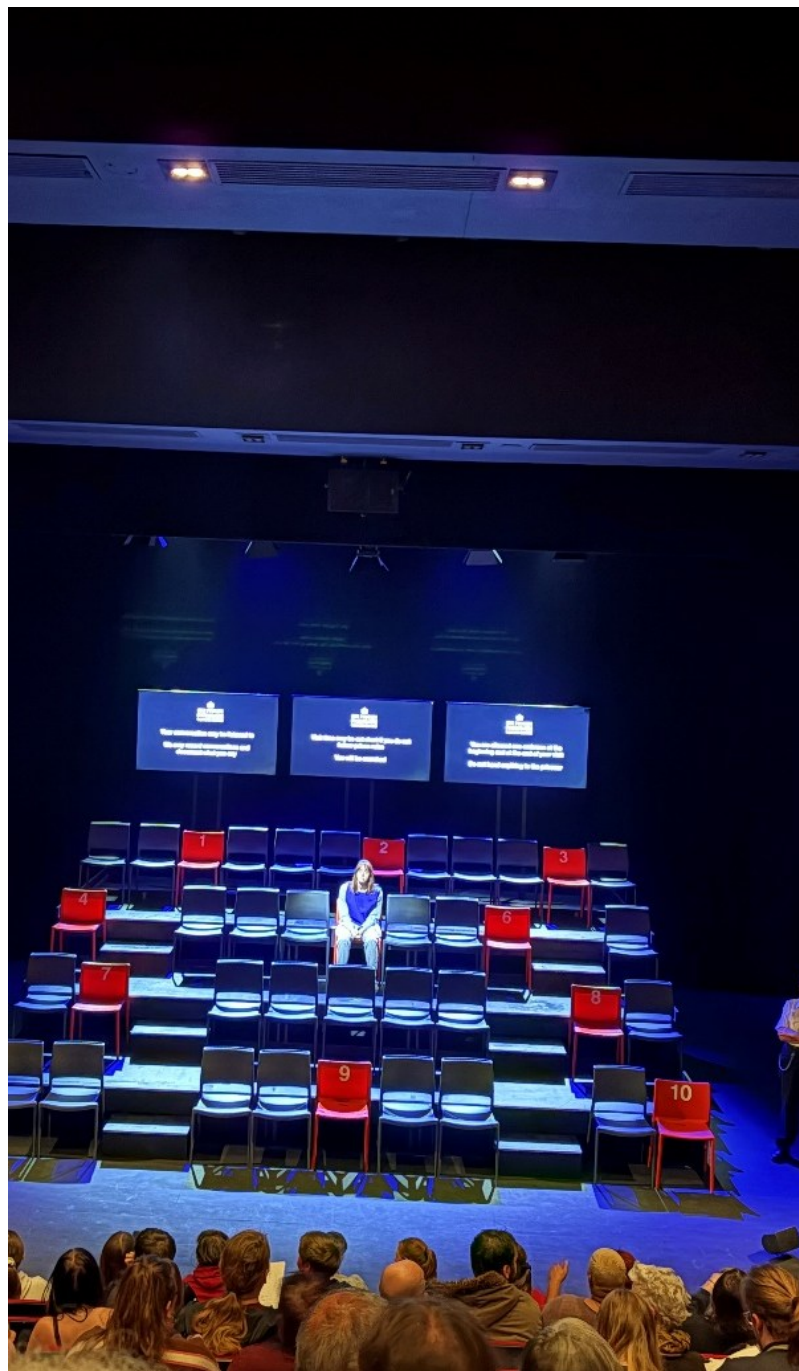
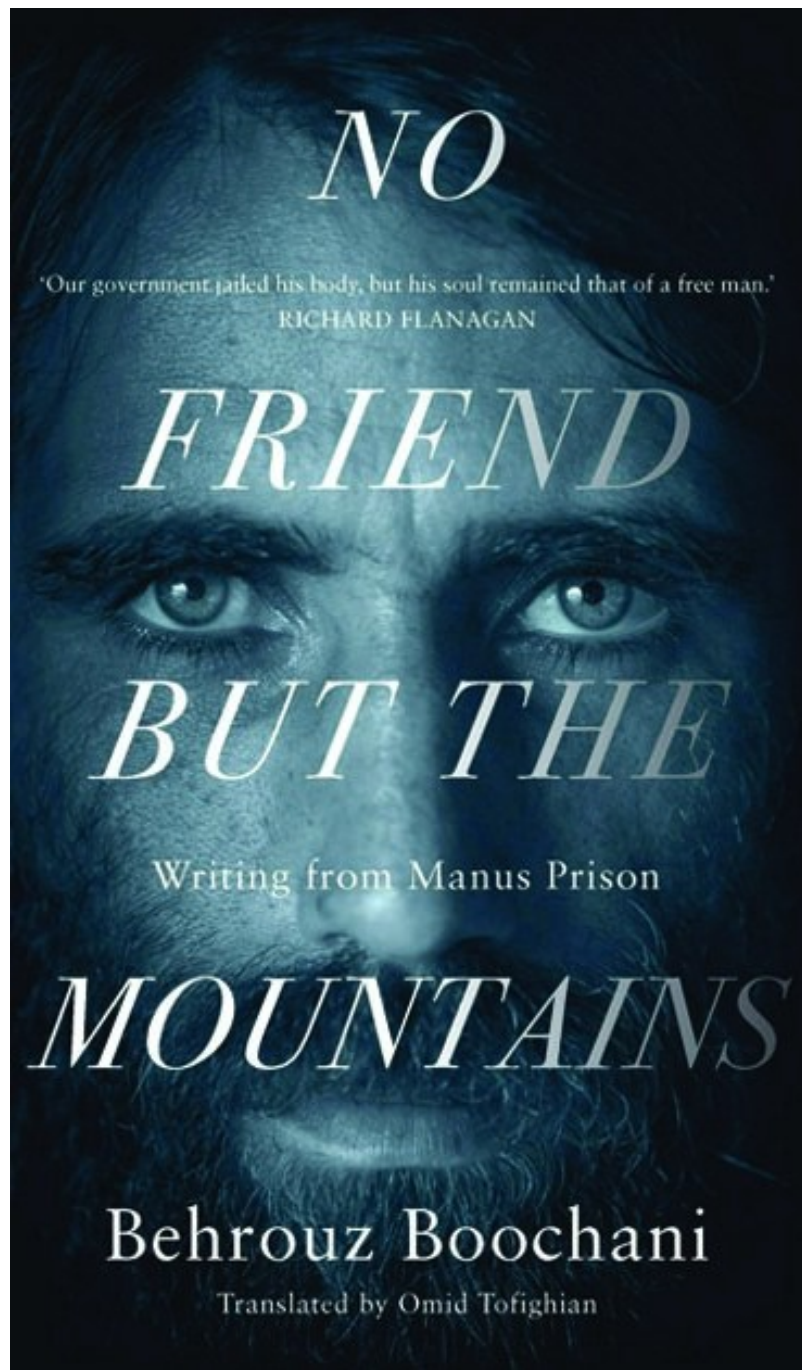
CITE BLACK WOMEN.

HOMEOUR STORYOUR PRAXISOUR PRINCIPLESOUR PODCASTOUR BLOGGET IN TOUCH



"I have come to believe over and over again that what is most important to me must be spoken, made verbal and shared, even at the risk of having it bruised or misunderstood."

- Audre Lorde, "The Transformation of Silence into Language and Action"





2. Community-building and collaboration

3. Communication and consultation

- Students consulted throughout the module on readings, activities, and topics
- Revised the content of one seminar to focus on Palestinian resistance and incarceration
- Curriculum was collaborative and responsive to student needs and interests
- Use of written and verbal trigger warnings



Decisions...

1. If interested, I've included a short piece on 'Fighting Sus! then and now' under seminar 3 folder.
 2. Seminar 4: Three readings – too many?
 3. Performance – next Friday (7.30pm, 24 October)
- 'A Visit' is about crime, justice and childcare and who takes care of the kids when a mum gets sent to prison. Inspired by the real-life stories of the women and young people they have worked with;
 - BBC documentary.



Two Worlds Colliding

👁 Visible to students ▼

Further watching that needs a trigger warning due to racialisation and state violence against Darrell Night. Film* Two Worlds Colliding (2004) directed by Tasha Hubbard This documentary chronicles the story of Darrell Night, an Indigenous man who was dumped by two police officers in a barren field on the outskirts of Saskatoon in January 2000, during -20° C temperatures.

Kanehsatake: 270 Years of Resistance

👁 to students ▼

Watching. A film on Indigenous Resistance and Coloniality. This work contains scenes of violence. Viewer discretion is advised.

Wastamasowin: We Will Stand Up (52 minutes) (Cree Version)

👁 nts ▼

film on Indigenous Resistance and Coloniality. This work contains scenes of violence. Viewer discretion is advised.

References

- Bhabra, G. K. (2017). Brexit, Trump, and 'methodological whiteness': On the misrecognition of race and class. *The British journal of sociology*, 68, S214-S232.
- Boer Cueva, A.R., Catterson, K. and Shepherd, L.J. (2023), Unlearning the Discipline: Decolonising International Relations Through Pedagogy and Praxis. *Aust J Politics Hist*, 69: 422-441. <https://doi.org/10.1111/ajph.12923>
- Gilmore, R. W. (2007). *Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California* (Vol. 21). Univ of California Press.
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- Kaba, M. (2021). *We do this 'til we free us: Abolitionist organizing and transforming justice* (Vol. 1). Haymarket books.

Links

- <https://www.cleanbreak.org.uk/>
- <https://www.behrouzboochani.com/>
- <https://doingporridge.com/>