Decentering Whiteness:
Radical Inclusion in Teaching and Research

Cana Uluak Itchuaqiyaq, Department of English
Guadalupe Marquez-Velarde, Department of Sociology, Social Work & Anthropology
Marisela Martinez-Cola, Department of Sociology, Social Work & Anthropology
Mario I. Suárez, School of Teacher Education and Leadership

UtahState University

Who are we?

— — —
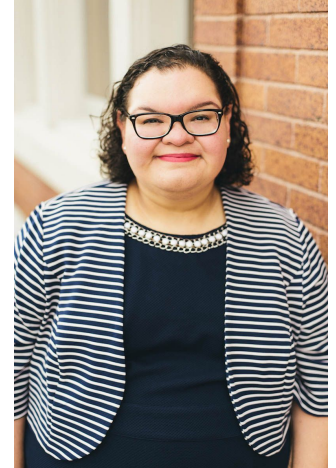

Cana Uluak Itchuaqiyaq
Doctoral Student
Department of English

Dr. Marisela Martinez-Cola
Assistant Professor
SSWA

Dr. Mario I. Suárez
Assistant Professor
TEAL

Dr. Guadalupe
Marquez-Velarde
Assistant Professor
SSWA

Roadmap

Where are we going today?

- Introduction
- Radical Inclusion Bingo
- Disrupting the "colorblind" knowledge production
- Disrupting *decolonization*
- Disrupting methodology
  - Alice Piper
  - Examples in education research / teaching
- Disrupting academic practices
  - Critical quantitative methods
  - Meaningful citation practices
- Q & A

Radical Inclusion Bingo Time!

- Reflect on the scholarship you engage in with regards to teaching and research. Does it include multiple marginalized and underrepresented (MMU) scholarship?
- Using your phone (or other digital device) and/or ask your colleagues around you and try to find people in your discipline(s) who represent the following identities in your bingo card.

- If you make BINGO, yell it out and will get a prize!
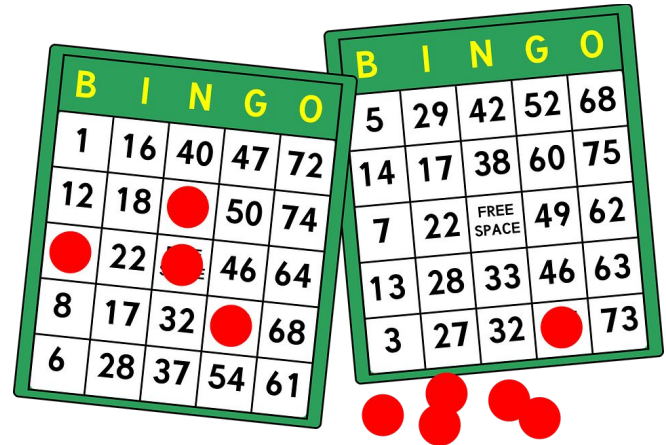
Debrief Questions

— — —

- How many scholars were you able to find?
- What does that say about your work? The field?
- What type of knowledge is being passed on to your students (undergraduate or graduate)?
- Where in your field can you start searching for MMU voices?
- If you know a lot of scholars, how can you disseminate that information to others in your field?

Disrupting the "Colorblind" Knowledge Production

___
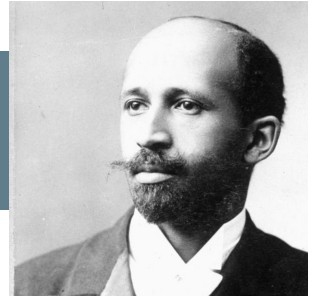
- "Colorblind" racial ideology in academia prevents us from engaging with multiple marginalized and underrepresented scholarship
- Examples in Sociology:
  - W.E.B. DuBois ("The Scholar Denied") - *Father of American (empirical) Sociology*
  - Jane Adams - *Empiricist and Theorist*
  - Anna Julia Cooper & Ida B. Wells Barnett - *Foundations of Black Feminist Sociology*
- **Who are the "scholars denied" in your field?**

Anna Julia Cooper   Ida B Wells

What does it *actually* mean to decolonize?

Decolonial is "in"

- "Decolonial" approaches are increasing
- "Decolonial" is often conflated with "social justice" or "human rights" (Tuck and Yang, 2012)

Decoloniality is NOT a Euphemism for Inclusion

Decolonial work must *begin* with an an enactment of value-laden beliefs that are based upon restoring and respecting the sovereignty of Indigenous peoples, lands, and knowledges, supporting community-developed aspirations, and supporting the changing and improving of unjust conditions.

Decoloniality is NOT a Euphemism for Inclusion

– – –

Calling something "decolonial" when it isn't about actively dismantling the effects of settler-colonialism *and* restoring and respecting Indigenous sovereignty **colonizes decoloniality**.

Decolonization is a worthy goal...

— — —

- ~~Decolonize~~ *Diversify* your syllabus and curriculum
- ~~Decolonize~~ *Digress* from the cannon
- ~~Decolonize~~ *Decenter* knowledge and knowledge production
- ~~Decolonize~~ *Devalue* hierarchies
- ~~Decolonize~~ *Disinvest* from citational power structures
- ~~Decolonize~~ *Diminish* some voices and opinions in the overall academic practice, while magnifying others

...but these are just *steps towards*

Credit: Nayantara Sheoran Appleton, 'Do Not 'Decolonize' . . . If You Are Not Decolonizing: Progressive Language and Planning Beyond a Hollow Academic Rebranding, 2019

Disrupting Methodologies

*The colonizer's tools will never dismantle the colonizer's empire.*

Audre Lorde (rephrased)

Important Questions to Ask BEFORE Research Projects:

- Whose research is it?
- Who owns it?
- Whose interests does it serve?
- Who will benefit from it?
- Who has designed its questions and framed its scope?
- Who will carry it out?
- Who will write it up?
- How will its results be disseminated?

A Socio-Historical Example: Alice Piper

_ _ _ _

The Papers
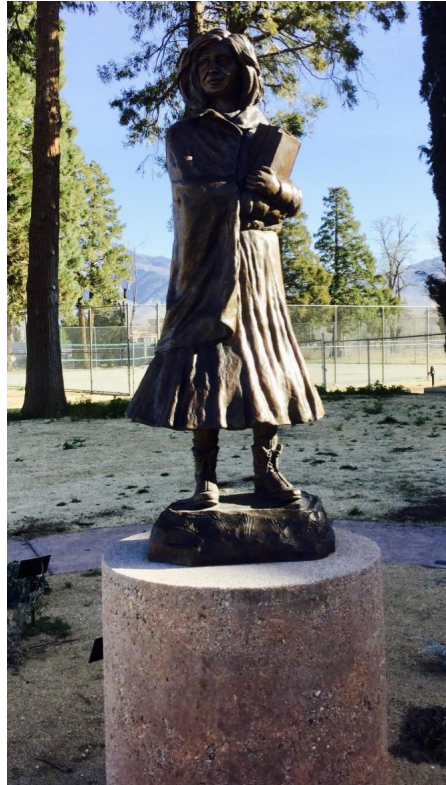
The People

Examples in Education Research/Teaching

- Photovoice and Queer students
- Autoethnography
- Duoethnography
- Gloria Anzaldúa's work
  - This Bridge Called My Back
  - Borderlands/La Frontera
  - Light in the Dark/Luz en lo Obscuro

Disrupting Academic Practices

Critical Quantitative Methods

- **Survey creation**
  - Who counts?
  - What implications does that have for MMUs?
  - Provide write-in/open options for gender identity, sexual orientation, race/ethnicity, etc.
- **Statistical analyses**
  - Bayesian methods
  - Question implications based on results

Meaningful Citation Practices

Step 1: READ scholarship by multiply marginalized and underrepresented (MMU) scholars.

Step 2: Cite MMU scholarship m e a n i n g f u l l y. Do not just plop MMU work into string citations here and there. Engage with it. (See MMU bibliography in resources.)

Step 3: Repeat.

Meaningful Citation Practices

— — —

I *do* mean to suggest that one should engage with MMU scholarship *simply because it is MMU scholarship.*

This says nothing about the merit of MMU scholarship; it says everything about the conditions of academe.

MMU perspectives need *to be read, engaged with, and validated* if we are going to make any real progress towards inclusivity *and* make reparations for generations of systemic abuse of MMU groups.

Meaningful Citation Practices

– – –

While I yearn for the day when my body won't need to be distinguished as an *Indigenous* scholar—we are not there yet.

Until then, my non-dominant cultural identity (identifiable by my racialized name and sacred tribal markings) will stand in the way of my work being given an equal level of *scholarly* consideration as my dominant-culture contemporaries.

Resources

MMU Scholars in Technical Communication and Related Fields Bibliography:
https://docs.google.com/document/d/1UPDTQZquzXKYZJRSyQhbMXvZ0uUomz-5AJQz-gHoru0/edit

Appleton, N. S. (2019, February 4). Do Not 'Decolonize' . . . If You Are Not Decolonizing: Progressive Language and Planning Beyond a Hollow Academic Rebranding. *Critical Ethnic Studies*. Retrieved from http://www.criticalethnicstudiesjournal.org/blog/2019/1/21/do-not-decolonize-if-you-are-not-decolonizing-alternate-language-to-navigate-desires-for-progressive-academia-6y5sg

Agboka, G. Y. (2014). Decolonial methodologies: Social justice perspectives in intercultural technical communication research. *Journal of Technical Writing and Communication*, *44*(3), 297–327.

Chawla, D. and Atay, A. (2018) Introduction: Decolonizing Autoethnography. *Cultural Studies, Critical Methodologies*, 18(1), 3-8. (Special Issue)

Coburn, E. (2015) "A Review of Indigenous Statistics: A Quantitative Research Methodology" *Decolonization: Indigeneity, Education, and Society* 4(2):123-133

Haas, A. M. (2012). Race, rhetoric, and technology: A case study of decolonial technical communication theory, methodology, and pedagogy. *Journal of Business and Technical Communication*, *26*(3), 277–310.

Martinez-Cola, M. (2018) "Sympathetic Symbols, Social Movements, and School Desegregation," *Journal of Law and Society* 45(2):177-204.

Martinez-Cola, M. et al. (2018) "When Pedagogy is Painful: Teaching in Tumultuous Times," *Teaching Sociology* 46(2):97-111.

Resources

Martinez-Cola, M. (forthcoming) "Collectors, Nightlights and Allies, Oh My!: White Mentors in the Academy," *Understanding and Dismantling Privilege* 9(2):xx-xx.

Martinez-Cola, M. (forthcoming) "Visibly Invisible: TribalCrit and Native American Segregated Schooling," *Sociology of Race and Ethnicity*

Smith, L. T. (2013). *Decolonizing methodologies: Research and Indigenous peoples*. London, UK: Zed Books.

Smith, L.T., Tuck E., and Yang, K. Wayne (2019) *Indigenous and Decolonizing Studies in Education: Mapping the Long View.* New York, NY: Routledge.

Strega, S. and Brown, L. (2015). *Research as Resistance: Revisiting Critical, Indigenous, and Anti-Oppressive Approaches, 2nd Edition*. Toronto, Ontario: Canadian Scholars Press

Strunk, K. & Locke, L. A., Eds. (2019). *Research methods for social justice and equity in education.* Basingstoke, United Kingdom: Palgrave Macmillan.

Tuck, E., & Yang, W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education, & Society*, *1*(1), 1–40.

Walter, M. and Chris Andersen. 2013. *Indigenous Statistics: A Quantitative Research Methodology.* Walnut Creek: Left Coast Press.

Wilson, S. (2007). Guest editorial: What is an Indigenist research paradigm? *Canadian Journal of Native Education, 30*(2), 193-95, 322.

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Halifax: Fernwood Publishing.

Questions?