

Anti-racist strategies for curriculum revision tool © Célia Romulus 2020.  
Department of Political Studies ó S wggpøi"Wpkxgtukç "  
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*“To be antiracist is a radical choice in the face of history, requiring a radical reorientation of our consciousness.” (Ibram X. Kendi)*

Am I reflecting on the visibility, or lack thereof, of race in the historiography of our discipline, in the constitution of global governance systems, in what is considered the canon in terms of political thought?

Am I considering the ways in which race - as a historically and socially constructed assemblage of ideas - and racialization travel across contexts (social, economic, geographic) and shape the social and political phenomena and lived experiences in the present?

Am I reflecting on race, racialization and resistances in conversation with general questions/perspective addressed in our courses?

Am I reflecting on ways to promote antiracist-decolonial-social justice approaches and sensibilities in interpersonal, institutional practices, teaching and learning environments and designs?

What are the resources and tools I need or have sought in order to do so?

### Regarding BIPOC representation:

In order to take a closer look at who is represented on syllabi, the following questions can be asked:

Are BIPOC authors located in the Global North<sup>5</sup> "vq"ötcf kqpcn'qt" o cputgco ö"fgdcvgu/perspectives (in my discipline ó in other disciplines) represented on syllabi?

Are BIPOC authors located in the Global North contributing critical perspectives and perspectives centering BIPOC experiences on traditional debates represented on syllabi?

BIPOC authors located the Global North contributing critical perspectives by deconstructing and reimagining knowledge production represented on syllabi?

Are authors from vj g'I mdcn'Uqwj "vq"ötcf kqpcn'qt"o cputgco ö" debates/perspectives represented on syllabi?

Are authors from the Global South contributing critical perspectives by deconstructing and reimagining knowledge production represented on syllabi?

Am I seeking resources and tools to improve BIPOC representation on my syllabus?

Note ó Instructors can consider the same set of questions when trying to create a syllabus that accounts for intersectionality. (For example, is the BIPOC representation in the course also representative of diverse BIPOC identities and experiences?)

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