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
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 you 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:
  ○ 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?
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)
Decolonial work must *begin* with 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*

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
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 meaningfully. Do not just plop MMU work into string citations here and there. Engage with it. (See MMU bibliography in resources.)

Step 3: Repeat.
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.
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.


Questions?