

**Being the first hijab-wearing female journalist in Montreal television**

*with Fariha Naqvi-Mohamed*

**Keywords:** Representation, Diversity of society, Islamophobia, Empowerment (Communal and Self), Activism

**Related Course Subjects:** Journalism, Communications, Marketing, Sociology, Anthropology, Religion, Political Science, Gender Studies

In this video, Fariha recounts her journey to becoming the first woman in Quebec to appear on television wearing a hijab. While discussing how she made history, she shares her personal experience with racism and discrimination and her approach to responding to crisis.

**Video URL**

<https://youtu.be/WpcNxQo9JXM>

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**Goals/Objectives**

After watching the video, students will be able to:

- Understand the concept of representation and its importance
- Articulate some of the challenges faced by Muslim women and people in Canada

**About The Decolonial Perspectives & Practices Hub**

The Decolonial Perspectives & Practices Hub is a student-led initiative to provide a platform for the community to collaborate and develop meaningful solutions to the systemic issues faced by underserved groups in academia. Our mission is to advance knowledge and understanding of these issues and provide a space to engage in research and learning that is open to all experiences each individual brings.

**About the Anti-Racist Pedagogy Project**

The Anti-Racist Pedagogy Project is a video library that showcases pre-recorded talks by local community activists, students and educators in Montreal and Canada and transforms them into anti-racist educational resources for the classroom. Undergraduate and graduate students from Concordia and McGill University created the content for these course packages. These resources exemplify the power of student leadership and their contribution to advancing antiracist education.

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### Pre-Class Self-Reflection Exercise (Educators)

Fully engaging with antiracist pedagogy starts with self-reflection and accountability. **If you are familiar with antiracist education, you know that the best way to teach antiracist pedagogy is to model antiracist praxis and thought.** As such, we have developed a series of self-reflection questions for you to consider before integrating anti-racist educational materials into your classroom. The night before class or at least a few hours before class, give yourself time, without distractions, to reflect on the questions below - you can write them down or reflect on them with yourself paper free!

#### Be reflexive

- What does antiracist pedagogy or education mean to you?
- What is the relationship between your identity and antiracist work? How would you describe your role in antiracist work?
- How do you view the mutualistic exchange between yourself and your students? Do you adjust your teaching style accordingly?
- What is the difference between engaging with our repository as a knowledge exchange versus a knowledge extraction?

#### Be accountable

- To what extent have you engaged with antiracist or anti-oppressive education or philosophies within your life/work? Why or why not?
- What has the silencing or exclusion of another person or group looked like in the environments that you frequent? What have you done, or what could you have done to remedy it?
- Reflect on how you have engaged with literature, presentations and other forms of knowledge led by Queer, Trans, Indigenous, Black, Asian, and other POC in your academic, personal, or professional lives.
- What has been your role in disrupting and mobilizing against racism and oppression interpersonally or in the environments you frequent?

### Guiding Questions

#### Before watching the video

##### Pre-Video Questions -Students

- In your opinion, what does it mean to be Canadian?
- What do you know about the experience of Muslims in Canada? Can you recognize a difference in treatment between hijab-wearing and non-hijab-wearing Canadians?
- Where do you source your news?



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- Do you identify with the people who deliver your news to you? Is it a visually inclusive space?

### After watching the video

#### Post-video Questions

- What does representation mean, and why is it important to privilege?
- Who and what is included and excluded in the conception of “Canadianness” or Canadian Identity?
- What impact does the lack of representation of hijab-wearing Canadians and people have in your workplace or classroom?
- What would representation in your field look like? And how can it lead to equitable engagement and opportunities?

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### Assignments / Writing topics

1. Watch news broadcasts from a conservative, liberal or an independent on a racial issue (can be online) and create a short presentation considering the following questions:
  - Whose stories are being told and by whom?
  - Who is the target audience, and what could be the agenda (if applicable)?
  - Who is delivering the news and how?
  - Why does this matter? Whose voices are being amplified or silenced?
2. Select a product or service advertisement to analyze, and create discussion groups to explore the following:
  - What aspects of the advertising are inclusive or exclusive?
  - What is the message, and who is the audience?
  - Why is this the target audience? Do you see anything wrong with the message or the reasoning behind the targeted audience?
  - How would you modify it to be more inclusive and diverse? Would you make any modifications?
3. Make a comparative list of differences and similarities between Judaism, Christianity, and Islam. In groups, discuss the notoriety and misconceptions of each religion and their origins. Consider the following:
  - What has been the historical positionality of each religion?
  - How has each religion influenced institutions and policy? (Ex. Division of church and state, place of women in society...)
  - Where does the funding come from for each religion?
  - Global North leaders are associated with which religions, and what impact might this have on their agenda?



4. Review Quebec’s Bill-21 bylaws, prepare arguments for pros and cons and prepare to debate either side in class discussions. Consider the following questions:
  - Identify ways this bill may be exclusionary, discriminatory, or targeted? Why is it or isn’t it?
  - Who is most affected by this law? Why?
  - Who was behind this law? Why does it matter?
  - Whose voices are being amplified or silenced through this law?
  - Is this policy a showcase of Laicity? Why or why not?

### Taking Action

- Research, document, and share examples of the contributions of Muslim Canadians to your field of study or, in general, to Canadian society.
- Present inequalities that Muslim communities may experience based on their religious identity? (you may use <https://www.nccm.ca/>) and break down why you chose this issue and how you are taking action, and ask your students to select an issue, share and partake in the solution.
- Reflect on how you can help amplify the voices of Black, Indigenous and Persons of Colour.
- Share a personal story highlighting the urgent need for representation in all facets of society.

### Student Group Reflection

1. What is something new that your group learned or began to consider from watching the video?
2. What type of educational videos on systemic racism would you like to see more of?
3. How can you combat systems of oppression and exclusion in your individual lives?
4. Why is having an anti-racist approach to your work/studies important?
5. After today’s exercise, write down two suggestions for your professor on making your class more inclusive.

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Thank you for implementing our resources and supporting anti-racism efforts in education. If you have any questions or feedback, please email us!



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