

The Importance of Gender in Black Movement Organizing

with Dr. Oceane Jasor

Keywords: Intersectionality, Feminism/womanism, Anti-black racism, Institutional Change, Activism, Representation, Women, minorities and research, Academia

Related Course Subjects:

Anthropology, Sociology, Biology, Biomedical sciences, Engineering, Sustainability Studies, Sexuality studies, Women's Studies, Medicine, Physics, Mathematics, Chemistry

Video URL

https://youtu.be/-y6Vybs_jSo

Goals/Objectives

After watching the video, students will be able to:

- Identify the relationship between activism and academia.
 - Verbalize the role of women in social movements and research
 - Understand intersectionality in social movements and activism.
 - Recognize the role of Black women in diverse activism spheres.
 - Determine the role of gender in social movements.
 - Understand the consequence of the lack of representation
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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 what ways can academia and activism intersect?
- Think about women's contributions to social movements? Are they visible? Are they being highlighted?
- What is the place of Black women and women of colour in your field?



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While watching the video

As you watch the video, take note of the following:

- How had the erasure of women’s contributions to social movements and community organizing impacted the outcome of these movements?
- Are Black students equally supported and uplifted in Institutions as their white counterparts?

After watching the video**Post-video Questions**Importance of Representation

- What is representation, and why do you think it is important?
- What influences youth to choose a career? Can you think of things that could prevent them from choosing a career?
- How does the lack of inclusion or representation shape people's job choices and the workplace?
- What problem can you see with having a non-diverse/non-inclusive workplace, academia, or government?

Women in activism

- What is womanism? How does it differ from feminism?
- Do you consider women equally recognized for their labour in organizing as men?
- What is the first social movement directed and organized by women that come to your mind? Are they Black women or women of colour?
- What are things that can prevent women from doing their activism work? Are there specific things that prevent Black women and women of colour?

Women in academia/research

- Do you think academia is a safe space for women?
- Can you think of reasons preventing women and especially women of colour, to partake in academia?
- Why do you think it is vital for women, especially women of colour, to be in academia/research?
- Do you think that women are taken into consideration in research?

Place of women in your field

- How are women perceived vs men in your field?
- Who has the more prominent platforms in your field? Men or women? Why is that?
- Can you think of ways for your field to be more inclusive?
- How many influential women of colour do you know in your field? What do you know about their journeys?
- How do women in your field use their status for activism?



Assignments / Writing topics

Read and research about one of these famous women. Write about how their career changed their field and the course of history. What is their legacy? Write about the importance of it.

- Dame Zaha Hadid - Architect
- Rosalind Franklin, Ph.D. - Chemist/physicist
- Katherine Johnson - Mathematician
- Mae Jaemison, Eng- MD-PhD- Physician/Astronaut/Chemical engineer
- Flossie Wong-Staal, Ph.D. - Virologist/molecular biologist
- Ella Cara Deloria - Anthropologist

Watch or Read “The Hidden Figures.” Write an essay or design a PowerPoint presentation on how being a woman, a black woman, was viewed post-WWII in research and academia. Consider the following questions:

- How did social infrastructures influence research?
- Why do you think these categorizations were more important than the work these people were doing? How do you think these barriers prevented scientific advancement? How did it change?
- How is it still similar?

Read about Henrietta Lacks. You can read “The immortal life of Henrietta Lacks” or watch the dramatization.

Read about James Marion Sims and the development of gynecology. Read about the Tuskegee experiment.

Read these articles

- <https://doi.org/10.1073/pnas.1913405117>
- <https://www.aeaweb.org/articles?id=10.1257/aer.20181446>

Taking Action

- Reach out to a Black, Indigenous and Person of Colour to be a guest lecturer in your class. Make sure to introduce their work to your students.
- Research community organizations in your city whose mandate aligns or is related to the class’s topic, and start a collaboration with them through a volunteer program.

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?



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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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