



Race, Identity, and Activism

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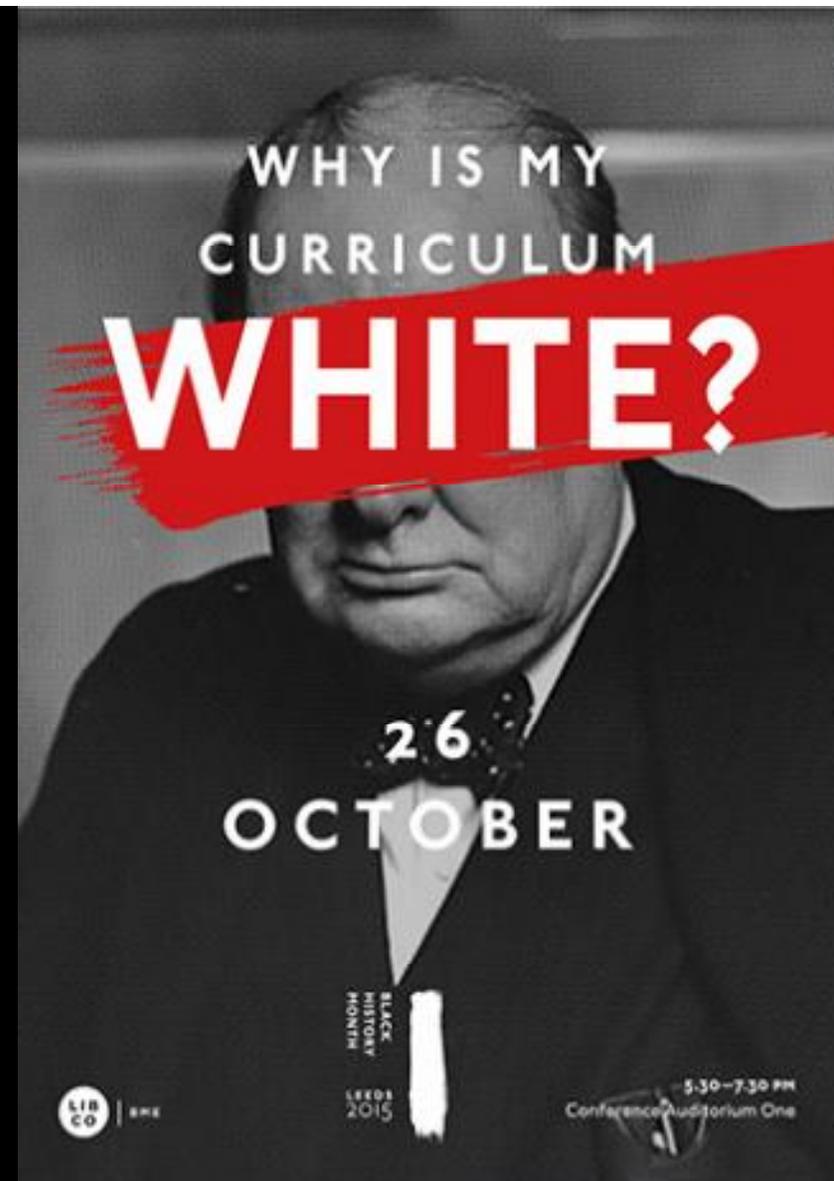
Importance of student activism

- “ HE as a key site of struggle
 - “ Time, space, resources, exposure to ideas, meet others.
 - “ Key social institution/site of influence.
- “ Urgency in recent years
 - “ Brexit, Trump, neoliberalism and austerity.
- “ Upsurge in anti-racist movements
 - “ Less credit than they deserve.
 - “ Need to push further.
 - “ [@GoldAntiRacism \(Day 93\)](#).



Why is my curriculum white?

- “ Inattention to contributions of people of colour, and those from the Global South.
- “ Revisionist histories.
- “ How racisms embedded in canonical thinkers might shape and impact upon our disciplines.
- “ ‘The education we receive at many universities is one that has been largely shaped by colonialism. It is one that places white, Eurocentric writers and thinkers above others without much concern’ (Hussain, 2015: np).





**WHY ISN'T
MY PROFESSOR
BLACK?**

Why isn't my professor Black?

- " **Absent from the Academy (Richards, 2013).**
- " '...think about under what conditions could my professor be black, that is, what would need to change for that to be thinkable and to become a real possibility' (Tate, 2014).

#RhodesMustFall

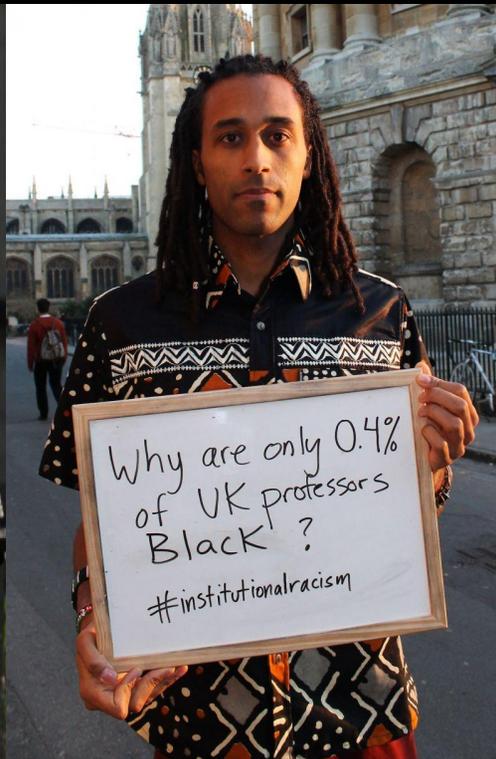


“ ‘the fall of “Rhodes” is symbolic for the inevitable fall of white supremacy and privilege on the campus’ (Pillay, 2016: np).

“ ‘a metaphor for the racism that BME individuals continue to experience at Oxford’ (Rhodes Must Fall Oxford, 2016: np).

“ ‘for a more diverse curriculum and greater representation of BME communities amongst student[s] and staff’ (Rhodes Must Fall Oxford, 2016: np).

I too am...



'...students in their daily encounters at Oxford are made to feel different and Othered from the Oxford community' (I too am Oxford, 2014: np)

Students not suspects/Preventing Prevent

- “ Prevent a strand of government counter-terror policy.
- “ Negative implications for Muslim students and students of colour.
- “ Links to wider concerns around Islamophobia.



**STUDENTS
NOT
SUSPECTS**

The logo consists of the words "STUDENTS", "NOT", and "SUSPECTS" stacked vertically in a bold, white, sans-serif font. The word "NOT" is the largest and most prominent, with the letter "O" replaced by a stylized orange circle with a white center. The entire text is framed by two horizontal orange lines, one above "STUDENTS" and one below "SUSPECTS".

Decolonizing Higher Education

- “ Campaigns have coalesced around movements to decolonize HE
 - “ Recognises how these threads are interlinked
 - “ Considers how histories of colonialism shape our universities
 - “ (Potentially) invokes a radical (international) framework for bringing about change
- “ Some successes
 - “ Awareness; courses; academic positions; reports; some institutional commitments
- “ Some pitfalls/dangers
 - “ Co-optation; short-sightedness; student cycles; lack of attention to history; lack of solidarity; insularity; need to push for wider change

“ Hussain, M. 2015. Why is My Curriculum White? <https://www.nus.org.uk/en/news/why-is-my-curriculum-white/>

“ “I, too, am Harvard”. 2014. [web log]. <http://itooamharvard.tumblr.com/>

“ “I, too, am Oxford”. 2014. [web log]. <http://itooamoxford.tumblr.com/>

“ Rhodes Must Fall Oxford. 2015. Oxford students call for Cecil John Rhodes statue to fall, available from: <https://rmfoxford.files.wordpress.com/2015/12/041115rmfpressrelease1.pdf>

“ Richards, Nathan. 2013. Absent from the Academy: The lack of black academics in the UK limits the wider impact of universities, [Accessed online 05/02/2018], available from: <http://blogs.lse.ac.uk/impactofsocialsciences/2013/11/06/absent-from-the-academy/>

“ Shilliam, Robbie. 2016. Black academia 1.2, Robbie Shilliam [Accessed 05 February 2018], Available from: <https://robbieshilliam.wordpress.com/2016/07/10/black-academia-1-2/>

“ Shilliam, Robbie. 2015. Black Academia: The Doors Have Been Opened but the Architecture Remains the Same, IN Alexander, Claire. and Jason Arday. (Eds.). 2015. Aiming Higher: Race, Inequality and Diversity in the Academy, Runnymede Trust: Runnymede Perspectives, pp.32-34

“ Tate, S. A. 2014. Why isn't my professor black [panel discussion] UCLTV. 2014. Why isn't my professor black? [Accessed 05 February 2018] Available from: <https://www.youtube.com/watch?v=mBqgLK9dTk4>