

LSE Change Makers

Reconciling the Colonial Past and Present to Build a De-Colonial Future in the Department of International Relations

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Are you encouraged to reflect on the content of the course and the way it is structured?

"I think there is a need to historicize the content of the first term especially, much more. I had a vague understanding that realism and liberalism were deeply implicated in imperialism and colonization, but only in Lent Term was that made more clear. To truly decolonize this aspect of the curriculum, I feel that we need to be taught the historical context of the development of the discipline & mainstream theories more explicitly - sort of like how we learn about historiography in history, but for the IR discipline and content instead."

Are you encouraged to reflect on the content of the course and the way it is structured?

"In IR100 especially we had conversations about how the course is structured. I think it could be useful for students opinions to be taken into account when designing the course."

Are you encouraged to reflect on the content of the course and the way it is structured?

"It would be very useful to co-create the learning environment, especially given the diversity of LSE. Marginal perspectives must be able to be brought to the centre, otherwise change will be almost impossible."

Are you encouraged to reflect on the content of the course and the way it is structured?

"Through surveys, we're asked to reflect on the course content as well as the teaching. It would be useful to co-create the learning environment to a degree - ultimately it's important to teach students what they want to learn, but at the same time, as a first year, I don't know what knowledge I might need later on in my university career so I wouldn't want to be given too much responsibility over choosing the course content, especially at this stage."

Do you feel that your reading lists are diverse?

"I feel that in IR100, the reading lists are quite diverse, although there is always more to be done. In IR101, I feel that the issues we cover in the first term are often very Eurocentric."

Do you feel that your reading lists are diverse?

"Reading lists often provide a cursory historical awareness of thinkers, perspectives - it would be more useful to examine their contribution to real world racism and colonialism in seminars."

Do you feel that your reading lists are diverse?

"No - voices from across the global South are missing. More literature from women of colour, especially, are needed."

Do you feel that your reading lists are diverse?

"Though reading lists do include voices from different groups, it feels very gimmicky. In IR100 for example, non-European readings are only largely featured in themes of racism or decolonisation."

Do you feel that your reading lists are diverse?

"Critical voices are mentioned but never spotlighted."

What would decolonization look like?

"Challenging basic foundational concepts such as "the state" and "the citizen" and unpacking the long histories of those terms and what they have meant for different groups of people. Hiring more diverse teaching staff - both in terms of their identities as well as their perspectives and views."

What would decolonization look like?

"Increase diversity in academic staff and student backgrounds. Acknowledge colonial roots of the school and the degree."

What would decolonization look like?

"Provide more historical awareness around curriculum - e.g. challenge perspectives on realism and liberalism in IR by analyzing how they contributed to colonialism, neocolonialism."

What would decolonization look like?

"More inclusive reading material from all regions and backgrounds."

What would decolonization look like?

"It is not arbitrary supplementation of non western scholars for western scholars. Instead, it's a thoughtful, expert-based reinvention of university curriculum to more evenly represent western and non western opinions and studies."
