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Decolonising History: The case of Module HY12420 Europe and the world, 1000-2000

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I propose to present the initial stage of the decolonisation strategy used to improve the Module HY12420 Europe and the world, 1000-2000, which I coordinate. The main goal of this co-delivered year 1 module remains as conceived originally: ‘to explore key themes, events and developments in the history of Europe’s relationship with the rest of the world over the last 1,000 years.’

The first stage of decolonising this module has followed a straightforward organic path:

1. Recognising existing good practices and anti-colonial perspectives already applied by the lecturers. This is an on-going collective effort.
2. Shifting from Euro-/Anglo-centred perspectives to global and diverse viewpoints.
3. Challenging the language used in the class material, emphasising the criticality of anti-racist, anti-patriarchal and decolonial approaches.
4. Adapting the content to reflect how the rest of the world understands the history of their relationship with Europe.
5. Updating the marking criteria to incorporate a global perspective.
6. Most importantly, involving students in this endeavour. Challenging the traditional authority of the teacher in the classroom demonstrate a real commitment with decolonisation principles.

In this presentation I will emphasise the importance of flattening the hierarchies as a form of decolonising *the classroom – not just contents*. I will analyse current student participation in the decolonisation process and explore the potential for a future lecturer-student *partnership* strategy.

