

Decolonising The Curriculum Departmental Review

Our 'Decolonising the Curriculum' project was, for us, a labour of love. It was co-authored by students of African, Caribbean and Asian descent. We examined how the curriculum of the Penryn Politics Department could be decolonised. Our research uncovered a clear appetite for change within the department from both staff and students. The review provides detailed recommendations for the institution and the department to deploy strategies for transformational change.

Having grown up in the UK, we often felt excluded and marginalised from a curriculum that was not designed for us. We agree with Himadeep Muppidi that "just as we don't design zoos to help the animals examine the displays," the museum was not "designed on the premise that the colonised would, one day, be walking through its corridors." In the same way, we believe that higher education was not designed for the colonised to be sitting in its classroom.

There was a shared sense of urgency in the wake of the murder of George Floyd, and the Black Lives Matter movement. Many universities, including the University of Exeter, have put forward public statements in support of becoming anti-racist institutions. For us, this review shines a light on a problem that has been rendered invisible for far too long. The review aims to contribute to the growing movement of continual decolonisation - it should not remain as a mere moment.

We hope this review provides a foundation for change and for others to see how every field of study is shaped by the legacies of racism and colonialism. Our aim is to encourage open dialogue about Britain's colonial legacy and to work together to create an anti-racist university. We recognise this will be an ongoing process and hope future students, and staff, will carry on the work we have begun.