

Diverse & Anti-Colonial Syllabi in the Life & Environmental Sciences

Objectives:

1. Develop a list of college-level resources (articles, podcasts, videos, etc) that can be used as teaching tools in undergraduate classrooms. These resources may cover topics of racial justice, traditional ecological knowledge, environmental racism, and other related topics.
2. We also seek to recognize both historical and current contributions of BIPOC* to science through increased representation in syllabi.
3. We also will provide resources to support instructors who seek to include any of these ideas topics in their classrooms.

*We are using the term Black, Indigenous, and People of Color because our goal is to explicitly center Black and Indigenous perspectives in our efforts to include more people of color in our syllabi. However, we are generally interested in any resources that may be used to discuss or counter oppression.

Intended Outcomes:

4. Change our own syllabi
5. Make the list of resources shareable for use by others

Why diversification and anti-colonial ideas?

Including BIPOC scientists and writers in readings and lectures has been shown to increase minoritized students' sense of belonging in predominantly White spaces ([O'Brien et al., 2020](#)). Efforts to diversify and decolonize syllabi aim to address the erasure of Black and Indigenous peoples and perspectives in the life and environmental sciences by amplifying their voices. We aim to showcase both BIPOC work within our fields and include works that acknowledge how certain voices have been systematically erased, devalued, and excluded.