

# Program Curriculum Decolonizing Activity

## [Marie B. Rosenberg-Dishman](#) – 2<sup>nd</sup> Wave Feminism

### EWU Archives

- Make appointment with Steve Bingo  
([archives@ewu.edu](mailto:archives@ewu.edu)).

## CAHSS C&D Retreat on Sept 13

### Part A. Analyzing the Curriculum Content in Pairs/Trios (20 minutes)

The following questions are taken and modified from the Learning and Teaching Toolkit compiled by the [Decolonising SOAS Working Group](#) at University of London.

You will work in pairs (or trios) to use this set of questions to examine the curriculum of the Classical Studies program at University of Kansas - you can access the course information for their four different concentrations on this website using link or the QR Code below:

Link -

<https://catalog.ku.edu/liberal-arts-sciences/classics/ba-bgs-classics/#degreerequirementstext>

QR Code:



The University of Kansas Classical Studies major offers 5 concentration. Please examine the requirements of two of the five concentrations: Archaeology and Art Concentration and Classical Humanities Concentration. You should be able to find the information on this page under the Degree Requirements tab.

KU 2023-24 Academic Catalog Search Catalog

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Classics

**Bachelor of Arts and Bachelor of General Studies in Classics**

Overview Admissions Degree Requirements Degree Plan Honors Study Abroad

**First- and Second-Year Preparation**  
All CLSX/LAT/GRK courses at the 100 or 200 level provide important cultural and historical background for the advanced work in the major. As soon as you decide that you are interested in the Classics major, we suggest that you talk to an undergraduate advisor in Classics, who can help you plan your program of study. Each concentration has different requirements. For concentrations that focus on ancient Greek or Latin, we recommend that students take [GRK 104](#) or [LAT 104](#) as soon as possible, so that they can achieve the language proficiency needed for upper-level courses in the major. For concentrations that focus on archaeology and art or humanities, we recommend that students take introductory courses on archaeology ([CLSX 151](#)), literature and culture ([CLSX 148](#), [CLSX 168](#), [CLSX 171](#), [CLSX 230](#), [CLSX 240](#)) or history ([CLSX 105](#), [CLSX 106](#)).

**Classical Languages Concentration**  
The **Classical Languages** concentration is designed for students who wish to concentrate on the languages and literatures of ancient Greece and Rome, while allowing the flexibility to take a wide range of courses about all aspects of the ancient world. This concentration provides students with proficiency in the Greek and Latin languages; allows students to read, analyze, and respond to a variety of important texts from the ancient Greek and Roman worlds in their original language; and offers the opportunity to take complementary courses in the history, archaeology, and culture of the ancient world. The Classical Languages concentration provides the linguistic training necessary for further study in Classics and related disciplines (e.g., Biblical Studies, Comparative Literature) and fosters analytical and writing skills that are essential for careers such as law, government, and business.

Bachelor of Arts and Bachelor of General Studies in Classics

BA in Classics with concentration in Archaeology and Art  
BA in Classics with concentration in Classical Humanities  
BA in Classics with concentration

**As you review the program curriculum, discuss the following questions with your partner. You have 20 minutes to work on this before we come back to discuss in the big group. .**

- To what extent does the content of this program presume a particular profile / mindset of its students and their orientation to the world?
  - What are the characteristics of this profile?
  - What groups are portrayed as the norms or “us” and what groups are portrayed as “the others” explicitly or implicitly in the course materials?
  - Overall, what groups (whether representative of the students or not) are potentially marginalized within this curriculum?
  - Are there ways of thinking about the material or subject matter from different perspectives?
- To what extent does the program allow students to understand the origins and purposes of this field of study within its historical context?
  - Could such an understanding, if absent, be introduced into core or introductory material?
- To what extent does the program acknowledge/cultivate an appreciation for diverse entry points around a particular subject?
  - To the extent that it does so, are these an afterthought or more central to the mode of study?
  - If addressed in specific courses, are students required to take these courses?
- Does the program allow for/encourage a critical approach to received/authoritative texts as a central feature of study, and not just a minor addition?
  - To the extent that it does so, how often are alternative texts offered to reveal additional perspectives and cultural insights?

5. Could particular topics/modules or readings in the courses in the program be potentially traumatic or painful to students either in general or in particular?
  - Should this be examined / acknowledged / managed?
  - If so, how?
6. What is the demographic profile of authors on the program curriculum?
  - a. How might this affect the diversity of views with which the students are presented?
  - b. How might this impact student engagement?
  - c. Is the profile of authors acknowledged and/or examined as part of the learning aims and outcomes of the program?
7. To what extent does the program design and delivery enable, encourage, or require students to study non-European languages?
  - a. Given the time period being addressed, does this curriculum sufficiently address the languages being utilized and what influenced peoples?
8. Looking at the “Overview” tab on the catalog page, how does the program convey in terms of what knowledge is important and what is not important within their discipline?
  - a. Within what students are expected to learn, are there noticeable gaps or missing knowledge? And are these gaps more reflective of when this field was established or what students need to understand about this field?
  - b. Do you think the program curriculum lives up to what is stated in the overview “Our curriculum is diverse, innovative, and responsive to students’ needs.”? Discuss.
9. How do you think the choices available to students affect what students take away from the curriculum as a whole? What types of perspectives or modern understandings should faculty take into consideration as they offer choices and options for students?

## **Part B. Analyzing a Syllabus (10 minutes)**

Using the same set of questions presented in Part A of this activity, evaluate the course presented in the attached syllabus (GNML212 Modern World Masterpieces) and discuss the following questions:

1. What would you recommend to the instructor if they were to decolonize the Modern World Masterpieces course?
2. If the program decides to decolonize their entire curriculum, what can the faculty in the program do in addition to revising this course?

