

# Higher Education: Who Does the Curriculum Represent?

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# Key points

- \* Background theory
- \* Who is marginalised?
- \* How are they marginalised?
- \* Specific examples

# Background theory

- \* Critical information literacy
  - \* Elmborg (2012)
- \* Based on Pedagogy of the Oppressed
  - \* Freire (1972)

# Who can be marginalised?

- \* Women (Ahmed 2012, 2013)
- \* People of colour (Ahmed 2012, 2013)
- \* Indigenous peoples (Kara 2017)
- \* Disabled people (Tremain 2018)
- \* LGBTQI+ (Hudson-Sharp and Metcalf 2016)
  
- \* Must be others...

# How?

- \* Make-up of panels at conferences (Ahmed 2012, 2013)
- \* Reading lists (Ahmed 2012, 2013; Kara 2017)
- \* Use of citations in gaining/keeping academic jobs (Tremain 2018)
- \* Reference lists (Netolicky 2018)
- \* Scholarly publishing and discovery (Regier 2018; Mongeon and Paul-Hus 2016)

# Key example

- \* University of Cambridge
  - \* Open letter about decolonising the curriculum
  - \* Response from York St John academics
- \* How about your reading lists?

# References

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