

# How do I establish a research agenda using an anti-racist or decolonial lens?

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# Agenda

**Definitions** and **self-reflection**: Setting the stage

Anti-racist and decolonial **principles** in research

How do I think about **research questions**?

Who (and how) do I **cite**?

How do I include **community members** in research?

Differences between **IRB and ethics**?

How do I think about anti-racist / decolonial **methods**?

Thinking through anti-racist / decolonial **dissemination**

The opposite of  
“racist” isn’t “not  
racist”. It is  
“anti-racist”.

Source: Kendi, I.X. (2019). *How to Be an Antiracist*. One World.

**Self-reflection:** When establishing a research agenda, how do we currently enact “**racist passivity**” (i.e., saying our research is “not racist”)?

**Purpose:** When establishing a research agenda, how do we move to an “**anti-racist**” stance?

# Definitions

**Assimilationist:** expressing the racist idea that a group is culturally or behaviorally inferior; supports cultural or behavioral enrichment programs to develop that racial group.

**Segregationist:** expressing the racist idea that a permanently inferior racial group can never be developed; supports policy that segregates that racial group.

**Antiracist:** expressing the idea that racial groups are equals and none needs developing; supports policy that reduces racial inequity.

Source: Kendi, I.X. (2019). *How to Be an Antiracist*. One World, p. 24.

# Racist and antiracist views...

## Sources:

Kendi, I.X. (2019). *How to Be an Antiracist*.  
One World.

Bonilla-Silva, E. (2012). The invisible  
weight of whiteness: the racial  
grammar of everyday life in contemporary  
America. *Ethnic and Racial Studies*, 35(2),  
173-194.

Pervade studies and stances on  
**biology, ethnicity, body, culture,**  
**behavior, color, class, space,**  
**gender, sexuality, failure, success,**  
and **survival.**

How does racism display itself in your field, discipline, and / or in your own research agenda?

Feel free to write directly on this slide

Strong implicit biases in intercultural competence definitions and measurement tools (very strongly thinking/studying leans to global North, white folks, etc.)

Overwhelmingly white samples

Deficit based perspective of the achievement gap

Deficit perspectives of language learners and immigrants

Fixation on trauma and resilience - in a way blaming individuals for a failure to overcome adversity

Normative academic activities are situated in American-centeredness/Whiteness

Not disaggregating data and treating minoritized groups as a monolith

Mostly white researchers and treatments developed from european/white cultura; perspective

# Self-reflection: How do we connect these to our own research agenda?

Source: Kendi, I.X. (2020). *Be Antiracist*.  
One World.

How do you identify?

**“Who or what scares you the most when you think about race?”**

**“How can we go about disconnecting Blackness from criminality?”**

**“What constitutes an American to you?”**

How does your identity form the basis of your responses to the three previous questions?

# Establishing research agendas

01

## Coursework

- Does the course include readings and lecture material on racist/colonial and / or anti-racist/decolonial stances on...?

02

## Literature

- Who do you currently cite?
- How many authors come from the Global South and/or identify as BIPOC?
- Female and/or BIPOC? LGBTQ and/or BIPOC?

03

## Research questions

- How do others in my field frame research questions?
- What is the research problem? People or power/policy?
- How do you frame your research questions?

04

## Methods

- How do others in my field construct methods?
- Does technical rationality take precedence over how communities observe/measure their experience?
- How do you construct your methods?

05

## Dissemination

- How do you credit the knowledge generated by communities?
- What structures are in place that inhibit others from accessing the knowledge we produce?



# Coursework

Does the course include readings and lecture material on racist / colonial and/or anti-racist / decolonial stances on...?

## Quick course audit:

For each week in a course, how many **authors** identify as...?

Do **assignments** frame people or power/policy as research problems?

Are **study samples** mostly Western, Educated, Industrialized, Rich, and Democratic (WEIRD)? (Henrich, Heine, Norenzayan, 2010)

## Revolutionizing my Syllabus: The Process

(Chanelle Wilson, Bryn Mawr):

<https://www.brynmawr.edu/tli/syllabusdesign/theprocess>

# Literature

Intentionality is important in modifying one's anti-racist approach to who and how we read

## Quick literature audit:

Who do you currently **cite**?

How many authors come from the **Global South** and/or identify as **BIPOC**?

How many authors identify as **female** and/or BIPOC? **LGBTQ** and/or BIPOC?

# Literature

**Point of reflection:** Who do I cite?

**Example:** Create a literature accountability table

	Who is currently read / cited?	How do we vary the perspectives that we read?
<b>Peace and conflict studies</b>	John Paul Lederach Galtung Howard Zehr	Ananta Kumar Giri C. Susana Caxaj “Aunty” Malia Claver
<b>Education and psychology</b>	Jerome Bruner John Dewey Albert Bandura Jean Piaget	bell hooks Edmund Gordon Maria Montessori
<b>Critical theory</b>	Jacques Derrida Paulo Freire Antonio Gramsci Jurgen Habermas	Judith Butler Patricia Hill Collins Frantz Fanon Nancy Fraser Homi Bhabha

# Research design and questions

How does xxx policy impact graduation rates as stratified by race?

Intentionality is important in modifying one's anti-racist approach to how we frame our research

**Current racist framing:** What is the effect of being Black on graduation rates?

- Do we portray the effects of poverty as causes of poverty or lack of social capital?
- Do we frame **people** or **power/policy** as the **research problem**?

**Anti-racist reframing:** ...

How do educational systems impact graduation rates for Black students

How do policies create different outcomes for students?

# Research design and questions

**Point of reflection:** How do I frame my research?

**Example:** Flip your questions: from people to power/policy

**Steps:** Take responsibility as you conceptualize (use I or my); address root problems

## How does it feel to be my research problem?

I credit and honor the work of W.E.B. DuBois (1903) who originally asked, “How does it feel to be a problem?”

# Methods

**Critiquing the assumption that quantitative studies cannot be critical, anti-racist, or decolonial.**

Long history of critical quantitative and critical mixed methods work (DuBois, 1899; Mertens, 2007).

Garcia, N.M., López, N., & Vélez. V.N. (2018). QuantCrit: rectifying quantitative methods through critical race theory. *Race Ethnicity and Education*, 21(2), 149-157.

# Methods

Intentionality is important in modifying one's anti-racist approach to how we think about methods

(How) Do we counter White and/or majoritarian views?:

Counter-narratives/ storytelling

How do (quantitative and qualitative) methods **help or hinder** populations?  
Is there **inequity** here?

Are methods **contextualized**?

# Methods

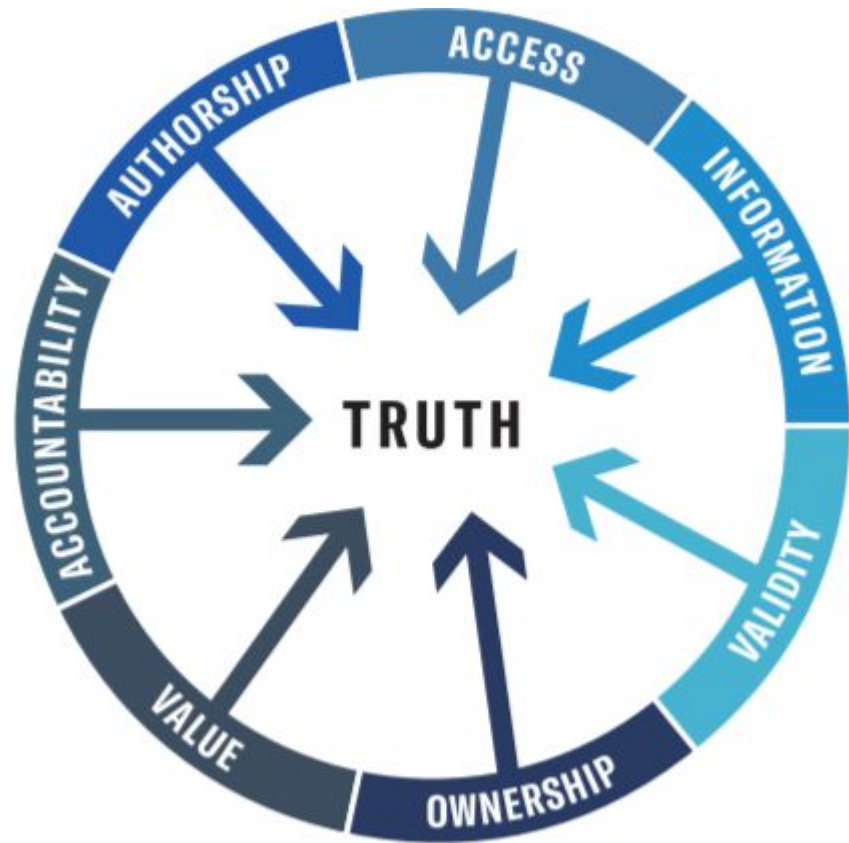
Are the **frameworks**,  
**methods**, and **data sources**  
that you choose to utilize  
close to **community reality**?

Source: Chicago Beyond (2019). Why  
am I always being researched?  
[https://chicagobeyond.org/wp-content/  
uploads/2019/05/ChicagoBeyond\\_2019  
Guidebook.pdf](https://chicagobeyond.org/wp-content/uploads/2019/05/ChicagoBeyond_2019_Guidebook.pdf)



# Methods

Source: Chicago Beyond (2019). Why am I always being researched?  
[https://chicagobeyond.org/wp-content/uploads/2019/05/ChicagoBeyond\\_2019\\_Guidebook.pdf](https://chicagobeyond.org/wp-content/uploads/2019/05/ChicagoBeyond_2019_Guidebook.pdf)



Seven inequities held in place by power,  
seven opportunities for change.

# Methods

**Point of reflection:** How do I think about my methods?

**Example:** Known methods; de-ideologizing the everyday; exploring who holds power (and the pay) to ask questions, collect, and analyze



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# Dissemination

Intentionality is important in modifying one's anti-racist approach to publication and dissemination

Does dissemination =  
(academic) publication

Acknowledging **limitations** and  
how we perpetuate them

Recognizing how to address  
this **harm** and **inequity**