



October 16, 2021
1-4 pm PST on Zoom

Decolonial Approaches to Teaching & Research in Biology

Professional Development Workshop

By Aadita Chaudry, Emma Coddington, and Sheila Colla

This workshop, part of ACUBE's 65th Annual Meeting, invites college biology educators to hold two things at once: the joy of learning through the lens of science AND to consider how colonial and settler-colonial structures and practices are embedded in biology. Drawing from history of science and current approaches to decolonial scientific practice, this workshop brings into consideration some ways that scientists can respond to the epistemic impacts of colonialism in their work. How might this knowledge change our approaches to building biology-community and collaborators, curriculum, day-to-day responsiveness and programs? You can expect content on the history of colonialism and how this has informed and persists in the contemporary social structures of Biology and Science; our policies, formal and informal social practices, and the consequential barriers and bind-spots. You will also be offered two particular journeys by the scientists who have incorporated this reckoning into their research and teaching. If you accept this invitation, we will offer a framework in which to locate yourself in this journey.

Attendance is FREE for ACUBE Members, \$50 (or less) for non-members

[Registration](#) deadline of October 1, 2021

For more information see www.acube.org

We also welcome presentation proposals on any topic related to college and university biology education for concurrent sessions to be held from 9-12 (PST) October 16th.

Regardless of your professional level, you can share your best teaching ideas and biology education research with colleagues! All presentations will be on Zoom.

**[Registration to present](#) at ACUBE's 65th Annual Meeting
closes September 26, 2021.**

Aadita Chaudhury is a research assistant to the ERC-funded Sonic Street Technologies project at Goldsmiths, University of London and a PhD candidate in Science & Technology Studies at York University, Canada. Her doctoral dissertation project explores the multifaceted cultural, material and environmental meaning-making, building on her ethnographic and media research on fire ecology and wildfire management in California and internationally. Her research further investigates the practices surrounding both ecosystem and built environment fires around the world to situate how themes of coloniality, valuation and race emerge in the context of fire management. Broadly, she is interested in decolonial, feminist and arts-based approaches to understanding human-environment relations.



Emma Coddington is a neuroethologist and neuroendocrinologist whose work is led by the question: How do stress and pro-social experiences shape internal state, unconscious decision making, and ultimately behavior. In alignment with her upbringing in New Zealand, she learns from and with animals, but her NSF-funded biophysics research has focused mainly on newts, and to a lesser extent mice, guinea pigs, frogs, and caterpillars. Te Ao Māori principles guide this work. And, weaving disability and critical race theory is a natural extension that intentionally incorporates social ecology into the framework of understanding animal behaviors, human behaviors, and human institutions. She is a white-presenting HoH-crip Associate Professor who has worked at the U.Otago, Ohio

U., Oregon Health Sciences U., U.Wyoming, and Willamette U. Due to the increasing requests to bring this work to other institutions and her own disabilities she elects to be an independent scholar these days, and can be contacted at: resilience4dj@gmail.com

Sheila Colla is an Associate Professor in the Faculty of Environmental and Urban Change at York University, Toronto, ON, Canada. Dr. Colla's interdisciplinary research focuses on the conservation of native wildlife, particularly pollinators. Her work also considers the human dimensions of the field including community science, environmental policy development, stakeholder engagement, and co-production of knowledge with Indigenous collaborators.

