

Toward Reparative Humanism in Higher Ed: Recasting Teaching & Learning Agreements



Mays Imad, PhD :: mimad@conncoll.edu :: [@Irningsanctuary](https://twitter.com/Irningsanctuary)

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If all goes well, we will:

1. Explore the definition of reparative humanism and how it connects to higher education;
2. Imagine ways we can move forward that centers our and our students' humanity.

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Pumla Gobodo-Madikizela

“What does it mean to be human in the aftermath of mass trauma and violence?”

– *Breaking Intergenerational Cycles of Repetition*

3

Traumatic experiences can significantly impact our worldview and disrupt the foundational beliefs we have about ourselves, others, and the world at large.

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“It is argued that in the aftermath of historical trauma, restoring human bonds requires a new vocabulary of rehumanization.”

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“It is argued that in the aftermath of historical trauma, restoring human bonds requires a new vocabulary of rehumanization. This new mode of being human calls for a “reparative humanism” that opens toward a horizon of an ethics of care for the sake of a transformed society”

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Reparative humanism

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Reparative humanism is a concept that emphasizes the importance of repairing and healing the harm caused by historical injustices, systemic oppression, and social inequalities.

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Assumptions:

1. The need for repair;
2. The capacity to be repaired;
3. The will to carry out the repair.

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Reparative humanism focuses on the restoration of dignity, rights, and opportunities for individuals and communities.

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**What does all this have to do with
higher education?**

Reflect, Discuss, Share

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Individual & System

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Laura Rendón

**Recasting Agreements
that Govern
Teaching and Learning:
An Intellectual and
Spiritual Framework
for Transformation**

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Recasting Agreements that Govern Teaching and Learning: An Intellectual and Spiritual Framework for Transformation

Laura I. Rendün

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“I write with three purposes: 1) to expose the privileged agreements that govern teaching and learning in higher education;

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“The dominant belief system is powerful, entrenched, validated and constantly rewarded by the social structure that created it, so much so that even when we begin to see that some of the agreements in the belief system are flawed and in need of change, we find it very difficult to challenge them.”

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The Agreement to Privilege Mental Knowing: This agreement values cognitive abilities, particularly verbal, scientific, and mathematical skills.

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The Agreement of Separation: This agreement emphasizes the boundary between teacher and student, and assumes that learning is a one-way flow of information from the former to the latter.

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The Agreement of Competition: This agreement creates a competitive academic environment where students must compete against each other for grades, recognition, and opportunities.

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The Agreement of Perfection: This agreement expects flawless performance and leaves little room for error or learning from mistakes.

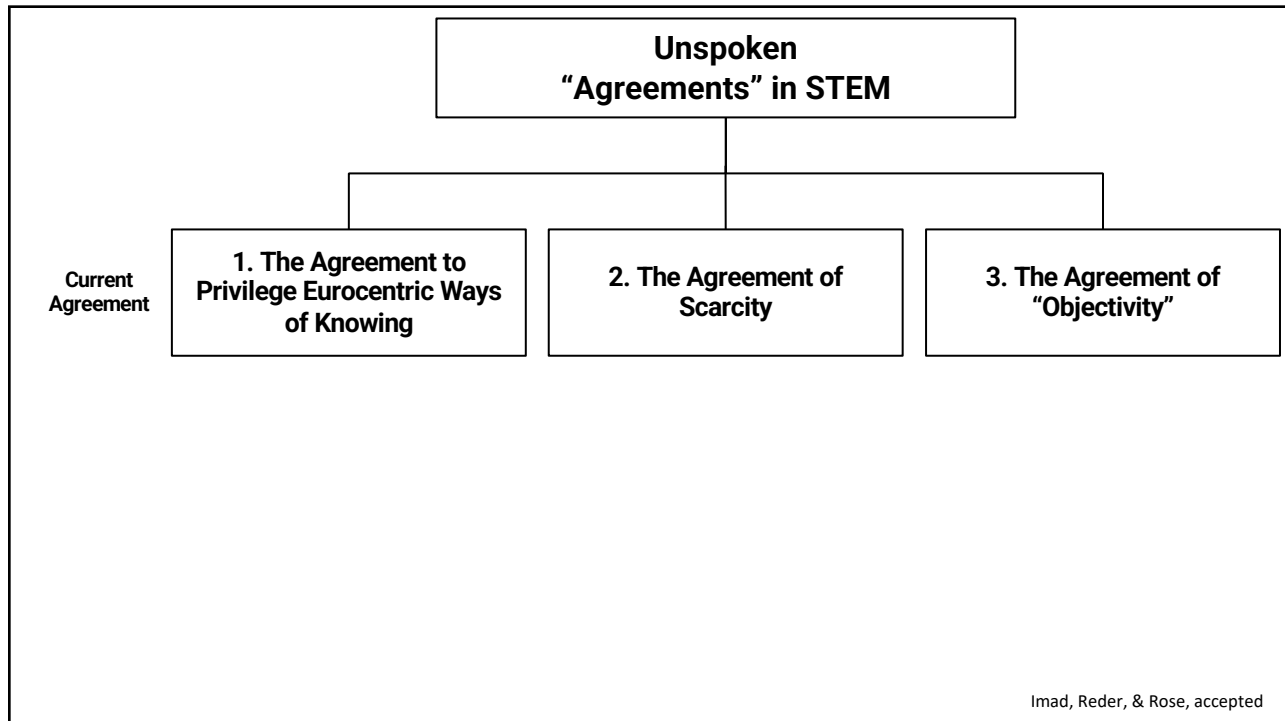
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The Agreement of Work Addiction: This agreement fuels a culture of overwork, where extreme dedication and long working hours are expected.

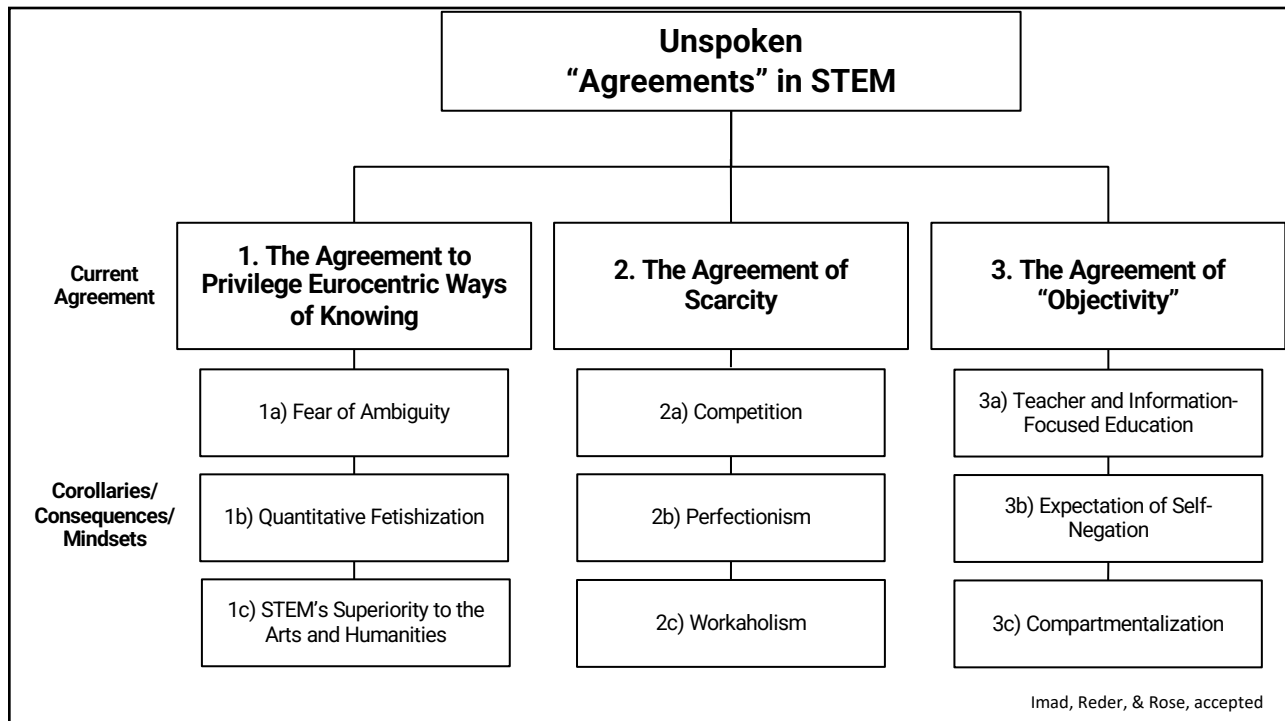
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The Agreement of Monoculturalism: This agreement prioritizes Western knowledge structures and often marginalizes or undervalues knowledge created by Indigenous people.

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How do these agreements "speak" to you?

Reflect, Discuss, Share

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Thinking of reparative humanism in higher education, **what harms have I inflicted on my students through my pedagogy?**

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In one word, reflect on your experience and feelings regarding the amount of course content you receive and have to learn during each class period:



Human Physio Students, 2022

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Agreements of Teaching & Learning

“In higher education, our shared beliefs about teaching and learning constitute the agreements that guide our present pedagogical Dreamfield.”

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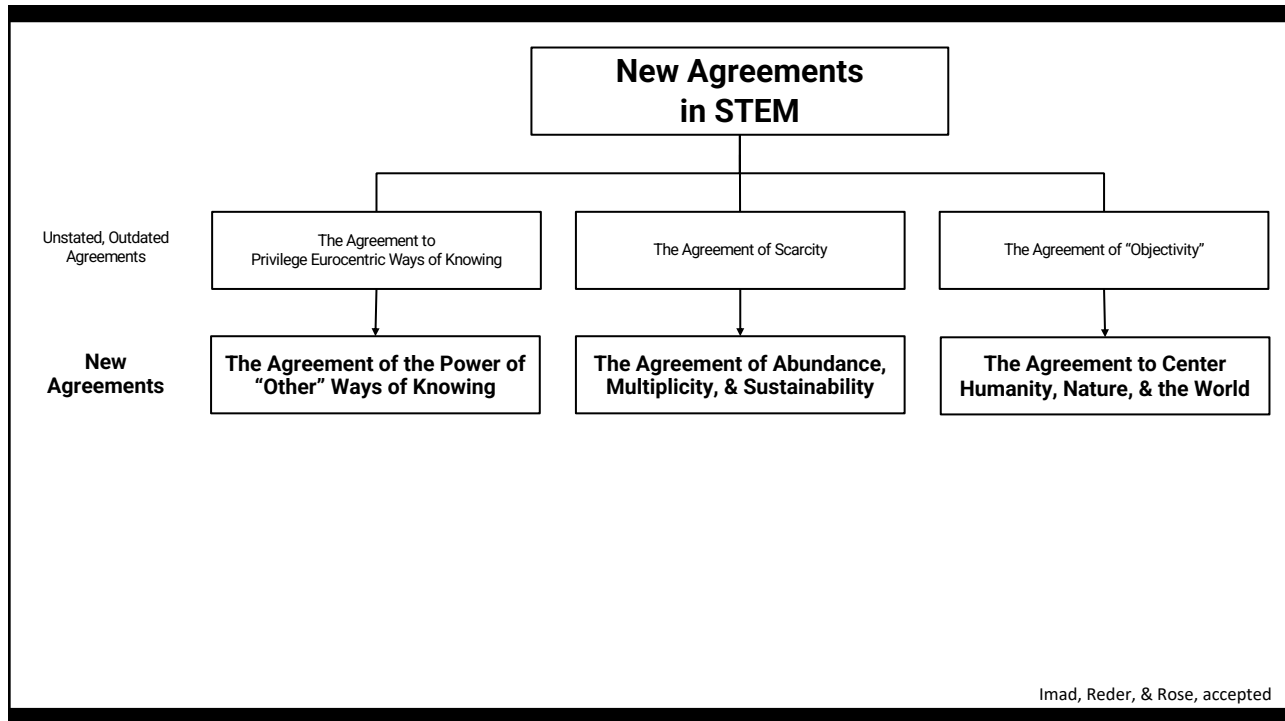
“I write with three purposes: 1) to expose the privileged agreements that govern teaching and learning in higher education; 2) to provide an intellectual and spiritual framework for **recasting the agreements** in order to transform teaching and learning; and 3) to join the many existing voices of educational transformation to contribute to the generation of a new “tipping point”—a movement that wishes to create a new dream of education.

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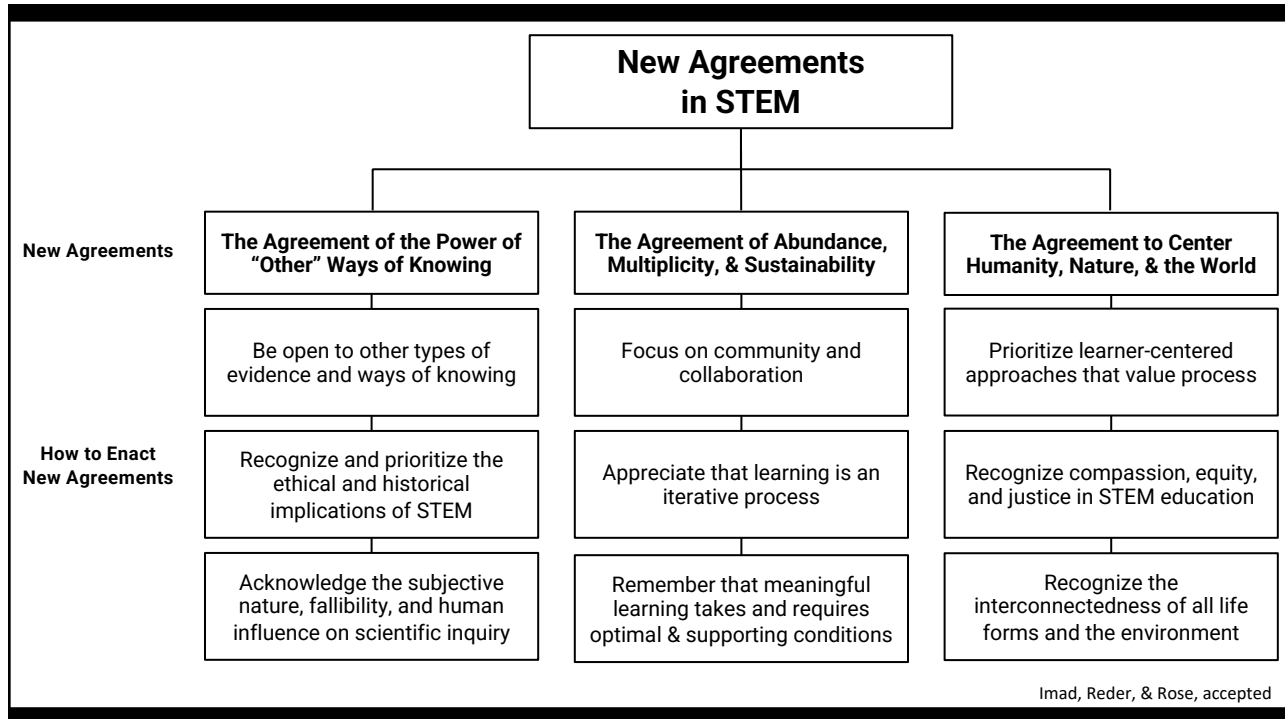
Steps to Transformation

- Step 1. Identify the agreement(s) being privileged.
- Step 2. Interrogate the agreement(s) being privileged.
- Step 3. Explore available choices.
- Step 4. Recast the agreement.

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Which, if any, of the agreements listed earlier might you want to recast and how?

Reflect, Discuss, Share