

RE-STORYING THE CURRICULUM AND STUDENT CO-CREATION IN DECOLONIAL NARRATIVES THROUGH COMIC ART AND THE COLLECTIVE IMAGINATION.

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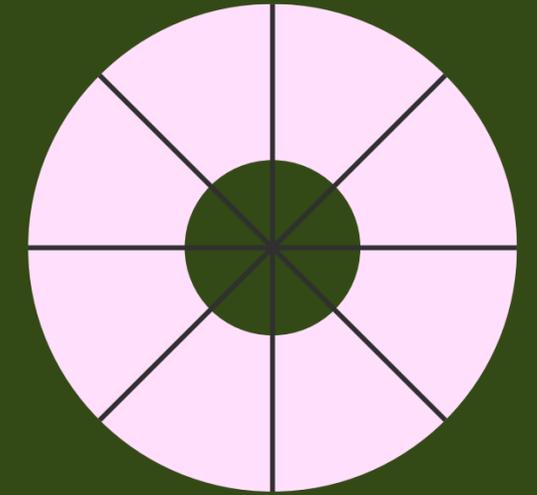
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WHAT WE WILL EXPLORE TODAY



- Ideas of “unmaking” invisibility
- Strategies to reclaim marginalised contributions through comic–book storytelling
- Leaving with a practical, transferable framework





AN ONGOING “UNDISCIPLINARY” PROJECT

- Education
- Health sciences
- Visual art
- Student partnership
- Decolonial theory



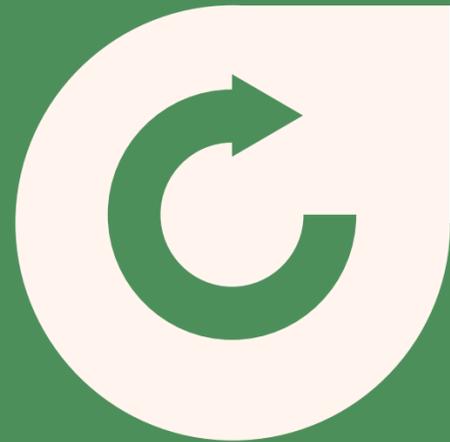
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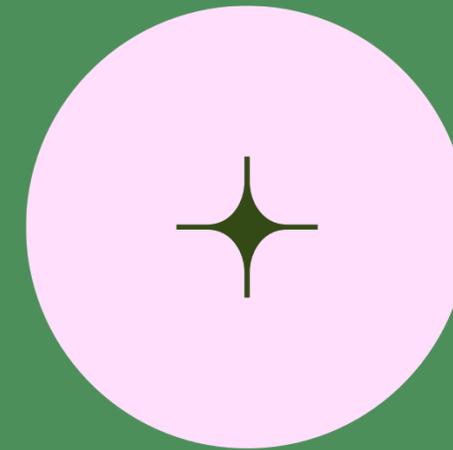
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THE ONGOING PROJECT



PROBLEM FRAMING

Dominance
Systematic erasure
Affected parties



STUDENT CONTRIBUTIONS

Students as curators of knowledge
Students as commissioned artists

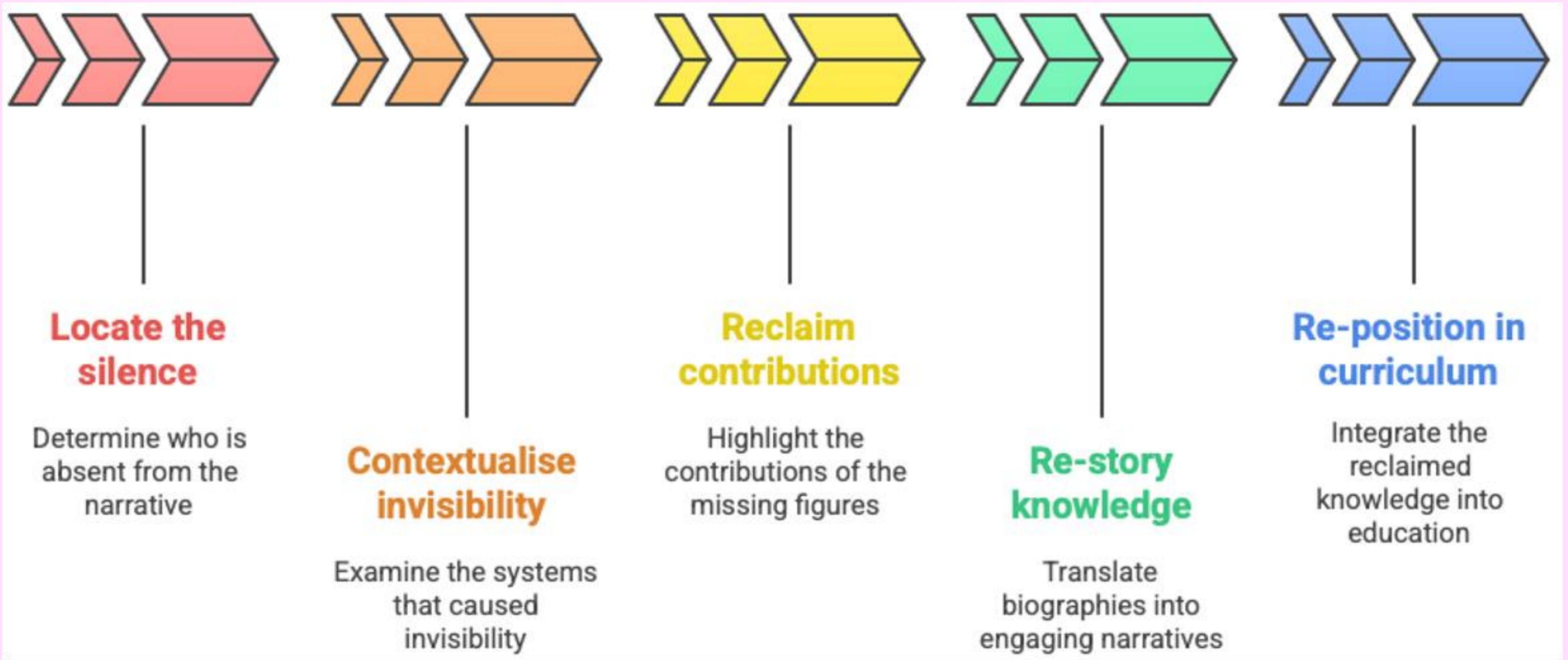


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Sohdi & Bremner-Hart, 2026



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Locate the silence

Despite being a highly skilled nurse, healer, and entrepreneur, Mary Seacole is:

- Marginalised within nursing and medical curricula
- Often mentioned only in relation to Florence Nightingale
- Rarely positioned as a theorist, innovator, or epistemic contributor in her own right

Contextualise the invisibility

Seacole's exclusion was not accidental:

- She was a Black, mixed-race Jamaican woman operating within British colonial structures
- She was denied formal entry into nursing services during the Crimean War
- Her exclusion was shaped by:
 - Racialised hierarchies
 - Gendered assumptions
 - Colonial perceptions of "legitimate" medical knowledge

Reclaim contributions

- Practiced advanced nursing and healing grounded in Caribbean and Creole knowledge systems
- Provided frontline care to soldiers when formal systems failed
- Combined medical care with emotional, cultural, and relational support
- Authored *Wonderful Adventures of Mrs Seacole in Many Lands* – one of the earliest autobiographical accounts by a Black woman in Britain

Re-story the knowledge

Rather than presenting Seacole as a "supporting character":

- Her biography is re-told through visual narrative
 - Comic panels could centre:
 - Her rejection
 - Her resilience
 - Her knowledge systems
 - Her care practices
- This challenges:
 - Text-heavy medical historiography
 - Eurocentric definitions of expertise
 - The myth of neutrality in healthcare knowledge

Re-position in the curriculum

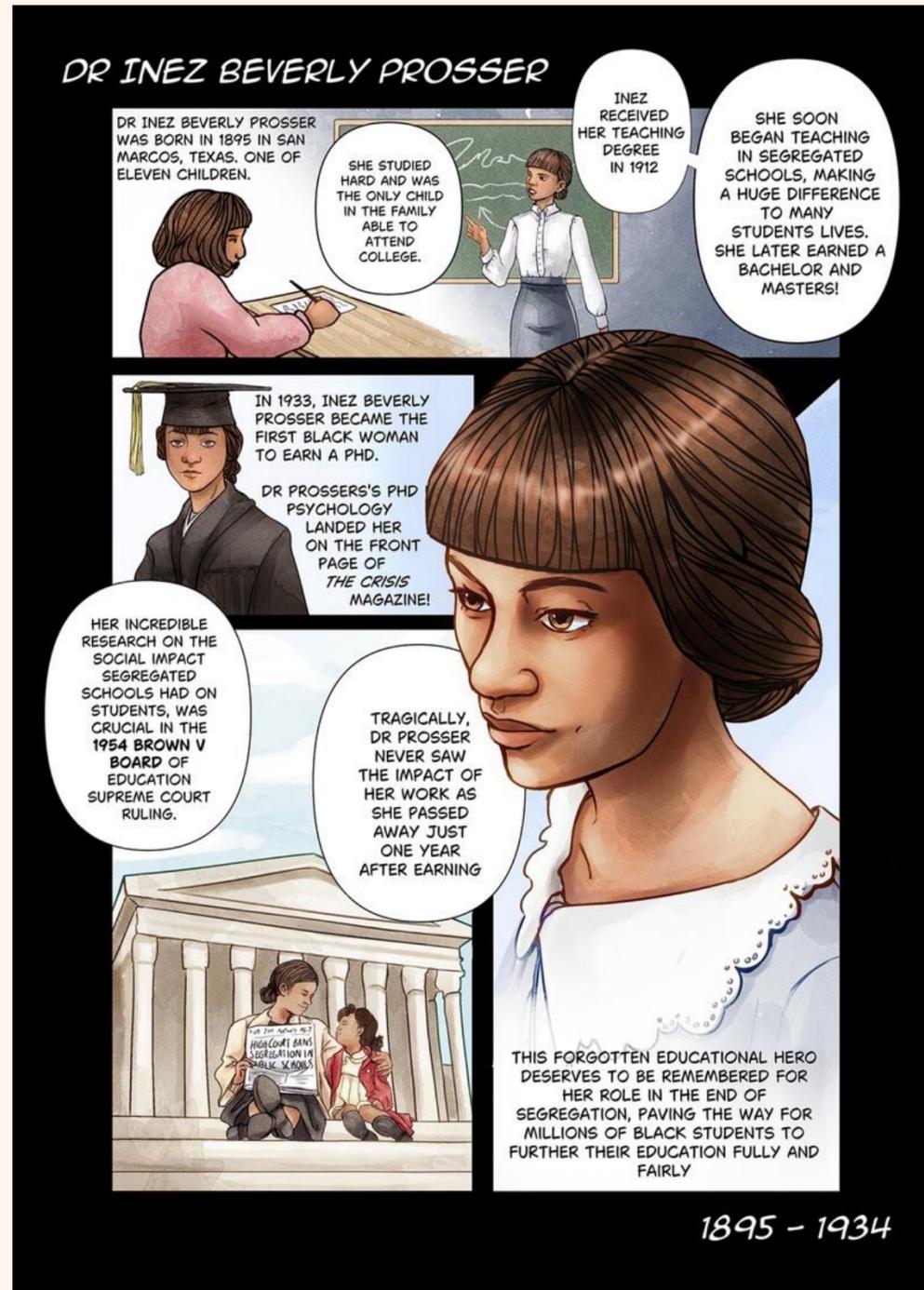
Seacole is repositioned as:

- A central case study in nursing, health sciences, and education
- A lens for examining:
 - Coloniality in healthcare
 - Knowledge hierarchies
 - Race and professional legitimacy
- A starting point for student-led inquiry into who else has been made invisible

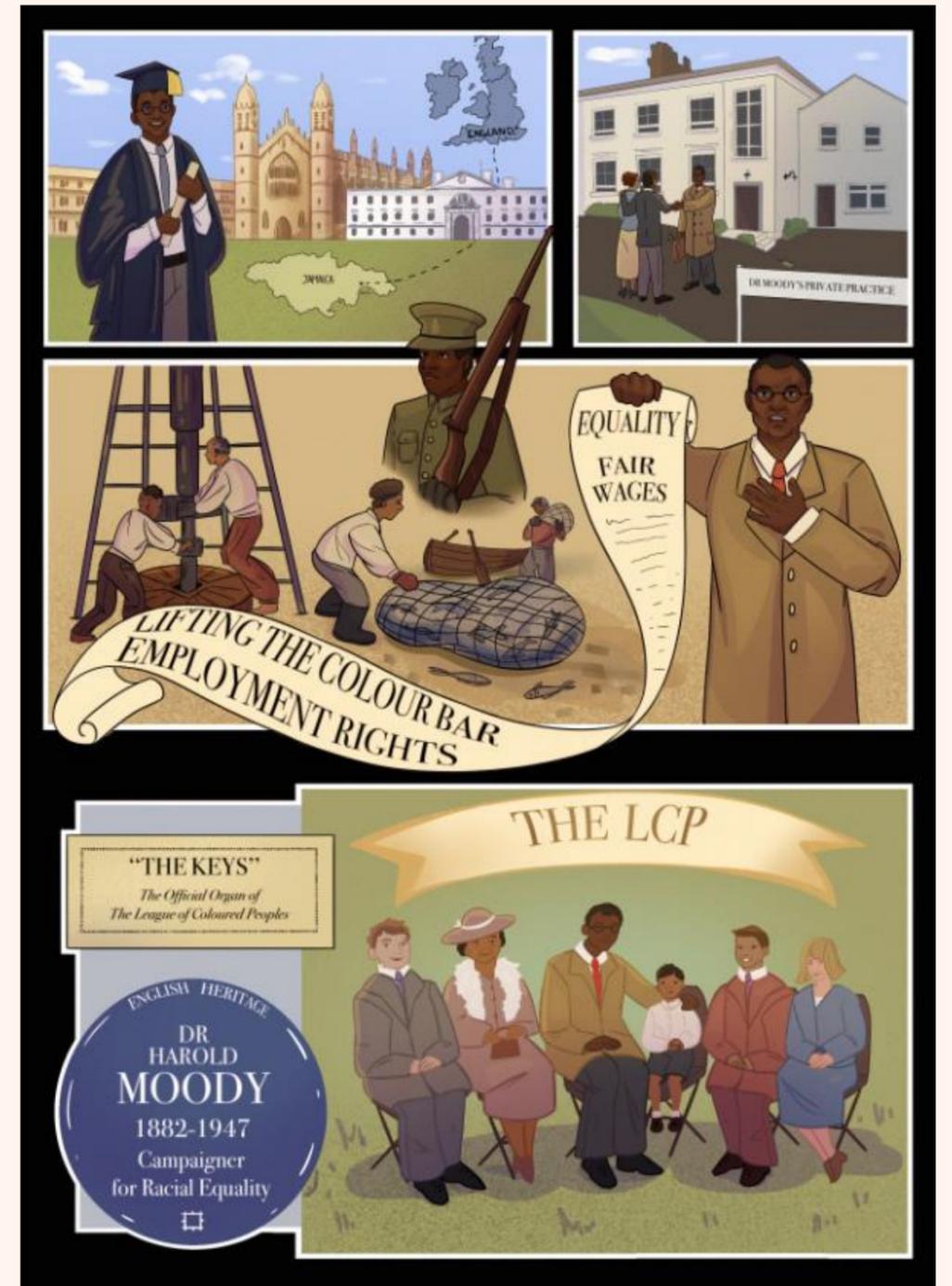




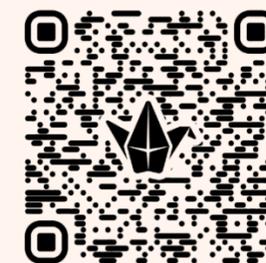
Sohdi & Swaine (2026)



Sohdi & Blackman (2026)



Sohdi & Gomes (2026)



WORKSHOP ACTIVITY

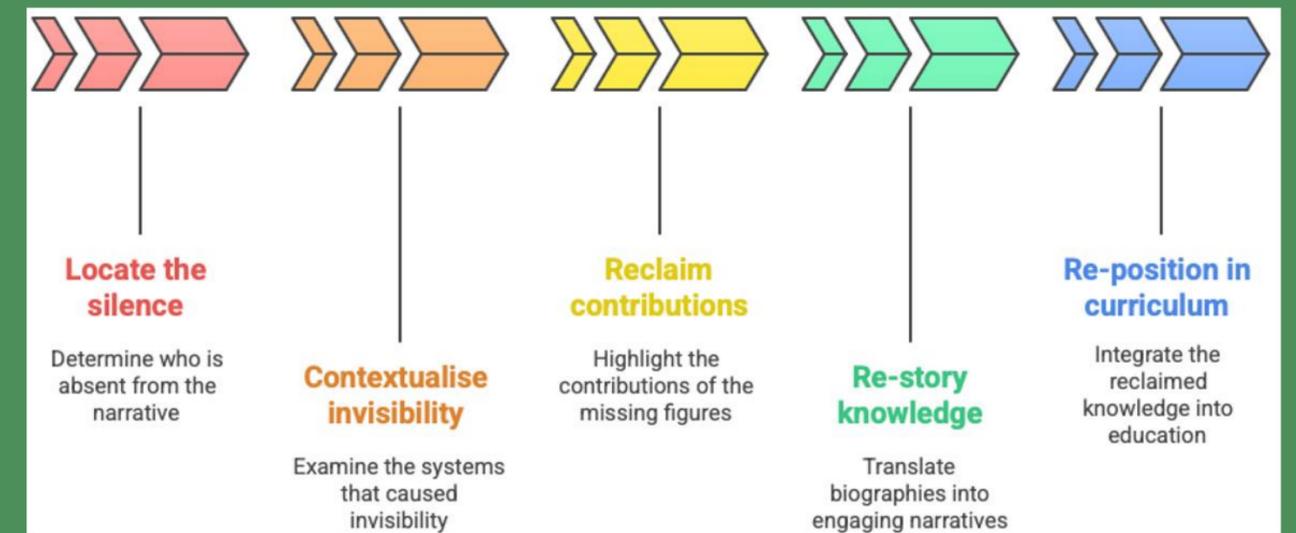
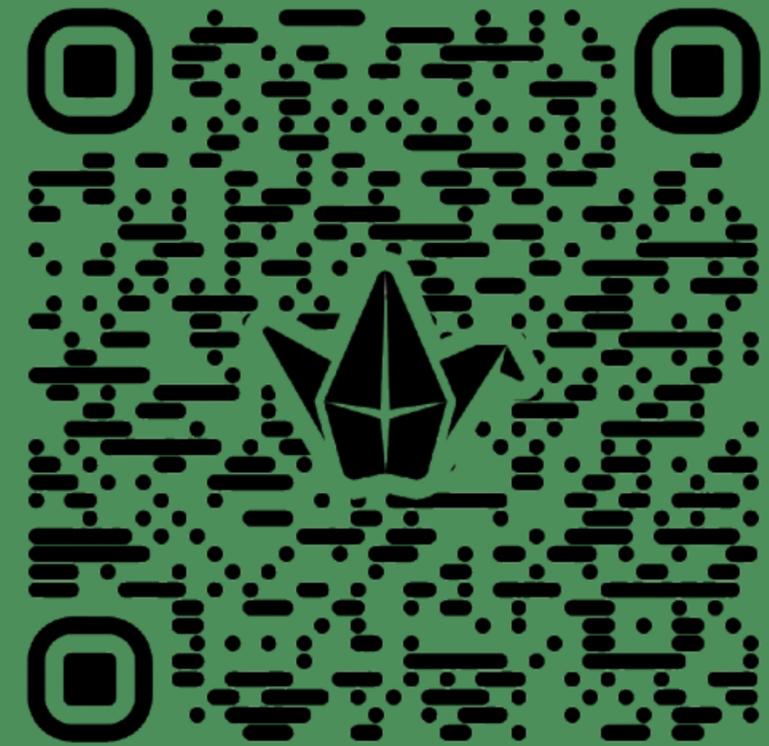
Work in small breakout groups

Each group:

- Selects a figure from their own field
- Moves through all 5 steps collaboratively

Emphasis on:

- Dialogue over perfection
- Process over product
- Collective meaning-making



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