**BUILDING AN INCLUSIVE BOTANY: THE “*RADICLE*” DREAM**

Through this activity, we hope you can critically explore the history of botanical science through a restorative justice lens and learn about decolonial approaches currently being taken in the field. To accomplish this, you will read, reflect, and discuss the paper “Building an Inclusive Botany: the “*Radicle*” Dream”.

*Using the questions below as prompts, please aim to respond using 2-4 sentences. These will help prepare you for an in-class discussion. Remember that the purpose of these questions is to stimulate thoughtful discussion, so there are no definitive right or wrong answers. Instead, try to draw on the text and your own ideas to build thoughtful and well-supported responses.*

***Part 1 - Reflection***

1. Before you reflect on the reading, take a minute and reflect on your positionality.
	* Positionality is the disclosure of how a person's racial, gender, class, or other self-identifications, experiences, and privileges, influence how they perceive the world.
	* If you need inspiration, please visit [Diversity Equity and Inclusion (DEI) Education Tips (Brown, 2022).](https://www.mitemmc.org/monthly-tips/positionality-intersectionality-and-privilege-in-health-professions-education-research/#:~:text=The%20ways%20that%20differences%20in,shaped%20by%20socially%20constructed%20positions)
2. What were your general thoughts after reading the paper? Were you aware of any people or topics discussed? Or do you know the stories of other marginalized botanists? If so, please share it with your peers! What stories piqued your interest? Was there anything in the paper you did not understand or was new information to you?

***Part 2 - Review***

1. Why is it important to critically examine the history of botany and recognize the contributions of marginalized individuals?
2. What barriers or obstacles did people face? How did individuals like Catherine Furbish, Ynes Enriquetta Julietta Mexía, and Sacagawea navigate the barriers they encountered in their botanical studies?
3. How did Lafayette Frederick and Marie Clark Taylor contribute to integrating botanical science?
4. What is colonialism? How does the text explain the relationship between the historical practices of colonialism and the field of botany?
5. In what ways are the legacies of discriminatory and racist stereotypes reflected in the common names of plants? Can you think of any solutions to this problem?
6. What is an herbarium? Why is access to herbarium specimens significant and how does limited access to these specimens reinforce bias and exclusion?
7. What does the paper suggest about the influence of language and naming in creating inclusive spaces in botany?
8. How does history help us understand how botanical science has been shaped over time?

***Part 3 - Response***

1. How does a Western-focused practice of scientific naming shape our understanding of plants?
2. What can be gained by recognizing the diversity of many other cultural contexts in which knowledge of plants was gained, particularly those of Indigenous peoples, and including them in our practices?
3. The text mentions the use of information technologies in new practices of studying botany. How do you think these technologies can be used to avoid perpetuating harm or supporting systems of racism and colonialism?
4. The authors propose the paper to be a tool for introducing students to the work being done within the scientific space. How do you think the issues addressed in the text can be further incorporated into science education?
5. How can we build a more inclusive botany? Why is this important?