**Course Information**
Meeting times: T/TH 9:30-10:50am  
Location: Center Hall Room 218  
Finals date: Tues, March 20, 8:00–11:00am

**Instructor Information**
Justin de Leon, Ph.D.  
Office hours: Thursday, 1:00-3:00pm (or by appointment)  
Office location: SSB 243  
judeleon@ucsd.edu

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**Course Materials**

**Description**
This course considers decolonial theories of education in relation to praxis, or “reflection and action directed at the structures to be transformed” (Freire 2005, 126). Focusing on a variety of spaces, this course will explore differing ways of understanding education and the possibilities of education. As an upper-level Ethnic Studies course, students will already have a comprehensive knowledge of theories of coloniality, intersectionality, and race.

**Expectations**
This is an upper level Ethnic Studies course and expectations of student performance and participation should already be known. As with any endeavor at UC San Diego, full participation and student excellence is expected. UCSD rates in the top 1.5% of four year institutions in the country, as such, there are high expectations for the quality of students in this class. Equally important than the positions we occupy being here at UCSD and the themes we will cover throughout the course are of great import and significance.

**Grades**
Students will be assessed on (1) participation, (2) an interview podcast, (3) course review essay, and a (4) syllabus or lesson plan. There will be no midterm or final in-class examinations.

1. **Participation** (25%) is comprised of class attendance and engagement of the readings and class discussion. Students are expected to contribute to ongoing discussions and explorations of class material and themes. This requires a deep reading of assignments (through annotating, summarizing, and noting questions that arise) and participation in
class discussions (recall in both quality and frequency). Because of the number of students in the course, class attendance will be taken. If there is an unexpected occurrence and/or excused absence (University activity, medical reasons, religious holidays, etc.) please inform me as soon as possible in order that proper adjustments can be made.

2. **Interview Podcast (25%)** is an interview project that will be completed by the end of week 5. Students are required to audio record an interview with someone in their lives about the strengths and weaknesses of the current system of education and/or their own educational experiences. This can be with a parent, grandparent, other professor, previous teacher, mentor, sibling, etc. It should be with someone you respect and value their insight. The conversation does not need to be overly structured, the goal is to gain outside perspectives to critical approaches to education. Students will be expected to submit a 5-minute edited recording of the interview. This should include the student’s summary of the interview insights (impressions, surprises, highlights) and select portions of the recorded interview, and at least three photographs of the person interviewed. If anonymity is desired for those interviewed, students can take photographs of items that capture various aspects of their personality (such as their shoes, hands, home, desk, car, etc.).

3. **Course Review Essay (30%)** is a 4-6 page essay that answers the question: What is decolonial education? Students are expected to focus on a few major points/concepts in our course and describe in detail how they add to the conversation around critical approaches to education. Given the page constraints, essays are to show mastery of various conversations within the discourse around education and hone in on a few major concepts that contribute to your argument. Students should stay close to course readings.

4. **Syllabus or Lesson Plan (20%)** is due at the end of the quarter and should serve as a way for students to take our course insights and use them in a way that can be useful for them in the future. Depending on each student’s anticipated career path—working with college, high school, or middle school students—a college syllabus or course lesson plan about critical approaches to education. This can cover concepts such as race, prejudice, settler colonialism, etc. This must be over three pages long and can include ice breakers, exercises, media, or other creative means.

<table>
<thead>
<tr>
<th>Participation and attendance</th>
<th>Class attendance, engagement of readings and discussions</th>
<th>25%</th>
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<tbody>
<tr>
<td>Interview Podcast</td>
<td>5-minute edited interview about education (Week 5)</td>
<td>25%</td>
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<tr>
<td>Course Review Essay</td>
<td>4-6 page essay on course themes</td>
<td>30%</td>
</tr>
<tr>
<td>Syllabus or Lesson Plan</td>
<td>Over 3 pages, engaging Ethnic Studies themes and/or decolonial education</td>
<td>20%</td>
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Required Materials
I am sensitive to the rising costs of universities and want to keep our course costs to a minimal. Accordingly, students will not be required to purchase any books for this course. All readings (from books to journals) will all be available electronically either through the UCSD Library Course Reserves, TritonEd, or through the UCSD Library.

Course Schedule
*Syllabus possible to change – I hope to be attentive to student interests and pacing.

**WEEK 1: INTRODUCTION**
Tuesday, January 9
Class Introduction

Thursday, January 11

**WEEK 2: CRITICAL PEDAGOGY**
Tuesday, January 16 (MLK 1/15)

Thursday, January 18

**WEEK 3: SETTLER COLONIALISM**
Tuesday, January 23

Thursday, January 25
Week 4: Land-Based Pedagogy
Tuesday, January 30

Thursday, February 1


Week 5: Land-Based Pedagogy II
Tuesday, February 6

Thursday, February 8

Interview Podcasts due by the end of the day.

Week 6: Punishment I
Tuesday, February 13
Thursday, February 15

**WEEK 7: PUNISHMENT II**

Tuesday, February 20 (President’s Day 2/19)

Thursday, February 22

**WEEK 8: RESISTANCE**

Tuesday, February 27

Thursday, March 1

**WEEK 9: REFLECTION**

Tuesday, March 6
Interview Podcast Review

Thursday, March 8
NO CLASS MEETING

Course Review Essay due by the end of day. Answer the following: What does decolonizing education mean? What could it look like, what type of impact could it have, and what challenges does it face?

**WEEK 10: MOVING FORWARD**

Tuesday, March 13

Thursday, March 15

**WEEK 11: FINALS WEEK**

Finals – Tues, March 20, 8:00–11:00am

Syllabus/Lesson Plan Due by end of day.