

Ethnic Studies 113: Decolonizing Education

Professor Angelica Yanez, Ph.D.

Email: ayanez@ucsd.edu

Classroom Day/Time: TH 5-7:30 p.m. Center Hall 217A

Office Hours: SSB 252 T @ 11:00 & TH @ 4:00 or by appointment

Course Description: This eleven-week course will explore decolonial theories in relation to the American educational system. The material will demonstrate how systematic exclusion within the educational system has maintained euro-centric biases that exclude the experiences of women, gays, and people of color rendering their presence and contributions to the nation as invisible. In reality the educational system has served as a site of assimilation with an emphasis on European values and history. Dominant narratives of the nation are embedded in power relations that have normalized the social hierarchies. We will therefore focus on the politics of “knowledge,” students of color’s experiences in the school system, and the colonial legacies that shape these experiences in the present. We will analyze how the educational system intersects with race, gender, and class along with other institutions.

The class will progress thematically by analyzing 1) the Colonial Legacies of Eurocentric Thought, and Knowledge Production, 2) Understanding the Structures of Education through Textbooks and Theories of Learning, and lastly 3) We will identify alternative pedagogies and discuss the future of learning.

Course Objectives: As this is an upper division Ethnic Studies course, students should be able to articulate key Ethnic Studies theories and concepts that include: intersectionality, structural racism, white supremacy, colonialism, and American social hierarchies. If you have completed the Ethnic Studies core series then you should be well prepared. Given that, students can expect to conduct textual, visual, and verbal analysis of class materials, photographs/images, and video/documentaries covered during the course. Ultimately, students should be able to identify how the school system functions and how colonial structures of domination have hindered the success of students of color.

Classroom Policy: a) Restricted laptop use *No Facebook, Gmail, or Texting* b) Each assignment must be printed c) Late submissions will not be accepted and d) if you will be absent from class please notify me ahead of time f) *bring to class all reading materials required for that day!*

Email Communication: All email correspondence with the instructor must be properly formatted with a useful description in the subject line, along with a greeting and salutation (please address me as Professor Yanez), and must be grammatically correct. Remember this is not a text message or informal communication with your instructor. Email correspondence is business communication and you should convey your point rather quickly with a respectful tone.

Guiding Principles: Along with the UCSD Principles of Community, the following guidelines are the basis for meaningful discussions.

- Do not make assumptions ask thoughtful questions if you do not understand
- Listen to one another
- Respect differing view points
- Support your arguments by engaging the texts

Accommodations: If you require specific accommodations, please contact me as soon as possible. I wish to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. Also, if English is your second language and you need guidance with specific assignments please see me in office hours. And if you prefer to be called by a different name than the one with which you are enrolled, I will also be happy to accommodate.

Course Requirements

<u>Assignments</u>	<u>Grading Scale</u>		
Attendance/Participation: 20%	94-100	A	73-75 C
Midterm Assignment: 30%	90-93	A-	70-72 C-
Final Project: 30%	86-89	B+	66-69 D+
Weekly Group Presentation: 20%	83-85	B	63-65 D
	80-82	B-	60-63 D-
	76-79	C+	0-60 F

- **Attendance, Participation, and Discussion Points (20%):** Students must come to all class meetings having read required material and prepared to discuss readings in depth. As part of your class participation you are also required to bring with you to class 3-5 discussion points and reading summaries that will help you contribute to a stimulating class discussion. I will collect your typed discussion points and summaries at the beginning of class. Discussion points relate to the week's readings and can take the form of a critical question(s) or a response to key concepts or main themes in the readings, and serve to aid in the discussion provided by the weekly group presenters. It is imperative that you bring printed materials required for each class meeting; if you do not bring reading materials this will result in point deduction and you will not receive full class participation for that day, lateness will also result in grade deduction. You are responsible for all assignments and changes in the syllabus which are made during the quarter. If you miss a class session it is your responsibility to find out what you have missed.
- **Weekly Group Presentation (20%):** Group presentations will focus on weekly readings. The group will summarize and introduce the main concepts of the readings via PowerPoint or some other visual aid. Presentations are 20-25 minutes.
- **Midterm Assignment (30%):** Exam responding to prompt; this will cover the first half of class material. Detailed prompt to be posted on TED.
- **Final Project (30%):** PowerPoint/Creative presentation on core concept(s) and solutions to educational problems covering second half of course material. Detailed prompt to be posted on TED.

Majoring or Minor in Ethnic Studies at UCSD

Many students take an ethnic studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of “interest” yet have no information about the major or minor and don’t realize how close they are to a major, a minor, or even a double major. An ethnic studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the ethnic studies major or minor at UCSD, please contact Daisy Rodriguez, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277.

Required Texts:

Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong, James W. Loewen

Decolonizing Methodologies: Research and Indigenous Peoples, Linda Tuhiwai Smith

The Art of Critical Pedagogy: Possibilities for Moving Theory to Practice in Urban Schools,
Jeffrey Duncan-Andrade and Ernest Morrell

Teaching to Transgress: Education as the Practice of Freedom, bell hooks

** Selected reading materials will be available through e-reserves and TED when necessary. I will be using TED to post class material and send class announcements please stay connected via TED. Required text can be purchased at the UCSD bookstore or online. Schedule is subject to change.**

Reading Schedule

Wk.1 (2 Oct.) Introduction to Course

Thur. Introduction and syllabus review

Wk.2 (9 Oct.) Imperialism and Western Thought

Thur. Decolonizing Methodologies, Smith: *Introduction-Chapter 3*

Wk.3 (16 Oct.) The Structures of Education: Textbooks and Theories of Learning

Thur. *Lies My Teacher Told Me*, Loewen: *Introduction-Chapter 3*

Wk. 4 (23 Oct.) Indigenous Peoples and History

Thur. Loewen, *Chapter 4-5* & Smith, *Chapter 4 & 6*

Midterm Prompt via TED

Wk. 5 (30 Oct.) Critical Pedagogy in Urban Schools

Thur. The Art of Critical Pedagogy, Duncan-Andrade and Morrell, *Chapter 1-4*

Midterm Due in Class

Wk. 6 (6 Nov.) Alternative Pedagogies: The Future of Learning

Thur. Duncan-Andrade and Morrell, *Chapter 5-7*, Smith, *Chapter 8*

Wk.7 (13 Nov.) Teaching to Transgress

Thur. Duncan-Andrade and Morrell, *Chapter 8 & Teaching to Transgress*, hooks, *Introduction-Chapter 4*

Wk.8 (20 Nov.) Theory as a Liberatory Practice

Thur. hooks, *Chapter 5-9*

Wk.9 (27 Nov.)

No Class

Wk.10 (4 Dec.) Teaching Communities

Thur. hooks, *Chapter 10-14*

Wk. 11 (11 Dec.) The Ban on Ethnic Studies

Thur. reading TBA via TED

Final Dec. 19th 7-10 p.m.

Student Consent for Release of Student Information

I hereby authorize the UCSD Ethnic Studies Department to return my graded final examination/research paper by placing the examination/research paper in a location accessible to all students in the course. I understand that the return of my examination/research paper as described above may result in the disclosure of personally identifiable information, that is not public information as defined in UCSD PPM 160-2, and I hereby consent to the disclosure of such information.

Quarter:

Course:

Instructor:

Student I.D.#:

Print Name:

Signature:
