

ETHN 113: Decolonizing Education | Fall Quarter 2020

Course Information:

Day and Time: MWF 9-9:50am

Location: Zoom and Canvas

Final Project Due: 12/18/2020

Virtual Office Hours: Fridays, 9-11am or by email appointment.

Instructor Information:

Instructor: Prof. Kianna M. Middleton

PGP: she/her/hers

Email: kmmiddleton@ucsd.edu

Course Description:

This course approaches decolonization in education through numerous perspectives which will show how colonization has transformed education for marginalized peoples and how decolonial theories reach for new possibilities. Given this moment in time, where our focus on education may be particularly difficult or even antithetical to what we need to survive, we will push the materials in this course to work for us. It is my hope that these texts and others (of your choosing) will aid in the struggle against the cruelties of colonialization. And perhaps our work here will replenish us as we move about our daily lives.

Therefore, this course is framed around four questions that stem from our first reading “The Transformation of Silence into Language and Action.”¹ Throughout the quarter, consider the following guiding questions as we encounter the texts:

1. “What are the words you do not have yet?”
2. “What do you need to say?”
3. “What are the tyrannies you swallow day by day and attempt to make your own, until you will sicken and die of them, still in silence?”
4. “If we have been socialized to respect fear more than our own need for language, ask yourself: ‘What’s the worst that could happen to me if I tell this truth?’”

Moreover, reflect on your experience as a student taking this course. Ask yourself the following questions as the quarter progresses:

1. Can this course give me the words or clarify the words I have to communicate my needs?
2. How can this course be a useful exercise for what I need to say (even if the readings do not resonate with me)?
3. How might this course, or readings, or decolonial pedagogy aid in my struggle against the violence(s) I (may) swallow day by day?
4. How can this course help me to tell truths about education, pedagogy, (de)colonization?

Thank you in advance for embarking on this course.

¹. Adapted from Lorde, Audre. “The Transformation of Silence into Language and Action.” *The Cancer Journals: Special Edition*, Aunt Lute Books, 1997, pp. 16-22.

“A Song for Many Movements”²**by Audre Lorde**

Nobody wants to die on the way
caught between ghosts of whiteness
and the real water
none of us wanted to leave
our bones
on the way to salvation
three planets to the left
a century of light years ago
our spices are separate and particular
but our skins sing in complimentary keys
at a quarter to eight mean time
we were telling the same stories
over and over and over.

Broken down gods survive
in the crevasses and mudpots
of every beleaguered city
where it is obvious
there are too many bodies
to cart to the ovens
or gallows
and our uses have become
more important than our silence
after the fall
too many empty cases
of blood to bury or burn
there will be no body left
to listen
and our labor
has become more important
than our silence.

Our labor has become
more important

². Lorde, Audre. “A Song for Many Movements.” *The Black Unicorn: Poems*, W.W. Norton & Co, 1978, pp. 52-53.

than our silence.

Course Readings:

All readings are available through Canvas, email, or another medium if Canvas is not accessible to you

Class Meetings:

This class will be held virtually for the whole quarter. We will convene on UCSD Zoom on Mondays and Wednesdays from 9-9:50am (Pacific time). Fridays will be reserved for virtual office hours.

Virtual Office Hours:

I will hold office hours every Friday that we meet, from 9-11am. Due to the limitations and time constraints that may occur over Zoom, I have elected to make Fridays time for you to ask questions, work with other students over Zoom (or other apps), and work on class assignments. Office Hours will be held via the “chat” feature in Canvas. However, you may also request office hours over Zoom, if this is preferable. The first hour (9-10am) will be reserved office hours, meaning that you will need to sign up ahead of time for a time slot. The second hour (10-11am) will be drop in office hours. If you cannot make office hours, please email me to set up another time to meet.

Attendance and Participation:

As we know, attending class on time and participating in discussions are basic attendance and participation measures. I will take attendance via Zoom on the days that we meet, and I will keep track of participation. You may participate in discussion and partner/small group work, via chat on Zoom, and by attending office hours. However, because our course is online, I understand that there may be a number of reasons why you may not meet attendance and participation measures. Internet can be unreliable (even my own), you may not be in a quiet or comfortable enough environment to participate fully in class, and the current environmental, health, and political climate is wearing for many of us. You have elected to take this course and I believe it can work for you if you are willing (and able) to show up, share your thoughts, and ask questions when you have them.

Grading:

Attendance and Participation 20% (10% attendance; 10% participation-includes discussion board posts, group work, class discussions, office hours)

Open-ended Reflection 25%

Midterm Essay 25%

Final Project 30%

****Detailed rubrics for each assignment will be posted in the assignment tab.**

Grading Scale:

A+ (97-100)	C+ (79-76)
A (96-93)	C (75-73)
A- (92-90)	C- (72-70)
B+ (89-86)	D and below – not passing
B (85-83)	

B- (82-80)	
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Assignments:***Introduction Video* | Due 10/09**

I am looking forward to getting to know you this quarter! Please submit a short introduction video answering the following questions to the “introduction” assignment tab:

- What is your name (as it appears on the roster)? And what name would like me to call you?
- What are your preferred gender pronouns?
- What is your major and have you taken Ethnic Studies courses before this one?
- What is one thing you are hoping to learn this quarter?
- What is one trend you hope stops by the end of 2020?

***Won't Forget That... (Open-ended Reflection on Education)* | Due 10/16**

For this first assignment, you will reflect on a memorable education experience and put together a short creative audio or visual response. What was a memorable experience, either positive or negative in school? How did a teacher succeed or fail to teach or motivate you? What did the teacher do that was helpful or harmful? Explain the moment and provide enough information that clarifies for others whether it was positive or negative. I encourage you to use social media apps, such as *TikTok*, *Instagram*, etc. or other creative means (poetry, drawing, etc.) to complete the assignment.

Assignment Specifications: A/V response must be no less than 2 minutes (can be a series of shorter videos that add to more than 2 minutes total); creative written work must be no shorter than 1pg.

***Defining Decolonization, Finding Yourself (Midterm Essay)* | Due 10/30 or 11/06, student's choice**

For this midterm assignment, you will write a traditional essay that: (1) defines decolonization (2) utilizes another course reading that aids in your understanding of decolonization (as a term and practice) (3) explains how the chosen reading aids in your meditation on one of the guiding questions (Lorde) for this course.

Assignment Specifications: 5-6 double-spaced typed pages, 10pgs max. Must follow a proper citational style, [Purdue Online Writing Lab \(OWL\)](#) is an excellent resource for the rules of citation. Papers are to be submitted through Canvas.

***Worldmaking: Teaching Others (Final Project)* | Due 12/18**

For this final assignment, you will create your own syllabus or formal essay that is your opportunity to teach others. Syllabi can be a radical space where the creators/collaborators imagine new ways of sharing knowledge. I encourage you to create your own version of a decolonizing education course and/or choose a topic covered in this course and create your own course syllabi. You choose your own teaching audience and select audience appropriate materials for your course. Example topics: queer indigenous studies, disability or crip studies, interrogating labor and capitalism. Example audiences: high school students, a religious group, university course, family members of various ages, community organizations. Be creative with the style of your syllabus, please see the examples below! Note: though creativity is encouraged, you will not be marked down for submitting a traditional syllabus!

Syllabi examples:

- “Standing Rock Syllabus” | [NYC Stands with Standing Rock](#) (2016)
- “Prison Abolition Syllabus” | [Black Perspectives](#) (2016)
- “Puerto Rico Syllabus” | [Puertoricosyllabus.com](#) (2017)
- “Crip Lit: Toward an Intersectional Crip Syllabus” | [Autostraddle](#) (2016)

If you decide to submit a traditional essay for your final project, you will write about the purpose of decolonizing education and how it enables imaginative, accessible relationships to learning and teaching.

Assignment Specifications: Syllabus: you choose the format, but each reading must include brief annotations, minimum of 10 readings; Traditional essay: 10-15pgs.

Due dates for assignments: Meeting the listed due dates for assignments is encouraged. This course was designed to give you enough time to work on projects throughout the quarter. However, you may find that you need more time to complete assignments. With that being said, you may turn in all assignments by the end of quarter if you choose. Note: this may put a heavier workload on you at the end of the quarter if you choose this route. Furthermore, you may not receive feedback on your work and risk submitting work at the end of term with no guarantee or knowledge of the grading system for this course. If you are able to submit assignments by the dates listed here, I encourage you to do so.

Access Statement:

The Office for Students with Disabilities (OSD) asks you to submit your access needs to your Disability Specialist or to the OSD at osd@ucsd.edu. You may also find more information about OSD resources at osd.ucsd.edu. It is critical to note that the OSD may not be able to provide support to you for all of your access needs. This may be frustrating. Please email me with questions or suggestions for how I can make this course more accessible for everyone. Please share what you need with either/both the OSD and me as soon as possible.

Academic Integrity:*From the University:*

"Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act by asking yourself: a) is what I'm about to do or submit for credit an honest, fair, respectful, responsible & trustworthy representation of my knowledge and abilities at this time and, b) would my instructor approve of my action? You are ultimately the only person responsible for your behavior. So, if you are unsure, don't ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu" (Source: Academic Integrity Office, 2018).

For this course:

It is understandable that you are now navigating new educational terrain. You may be attending class from a location where you do not have the same resources, dedicated time, silence, etc. to work on assignments. Our goal is to work together this quarter to create new educational materials and familiarize ourselves with the concept of decolonization. Work does not need to be perfect; it is more about working intentionally on projects of interest. Please do not submit work you have written for other courses or work that is not your own. What you complete this quarter is more than enough.

Course Schedule:

- This schedule is subject to change
- All readings can be found on our canvas class page
- All readings are to be completed for the day that they appear on the syllabus
- VOH = virtual office hours (Zoom or Canvas chat)
- Podcasts are optional but may be worth your time

Week One: Introduction [10/05-10/09] *Introduction videos Due by Friday (10/9), end of day*

(M): Course Introduction (go over syllabus, general questions about the quarter)

(W): A. Lorde “The Transformation of Silence into Language and Action”

(F): VOH

Week Two: Defining Decolonization [10/12-10/16] *Won’t Forget That... Due by Friday (10/16), end of day*

(M): **NO CLASS – INDIGENOUS PEOPLE’S DAY**

(W): E. Tuck and K. Wayne Yang “Decolonization is Not a Metaphor”

(F): Weekly Pod: “Decolonization is Not a Metaphor” from [Coffee with Comrades](#), episode 51 + VOH

Week Three: Interrogating Capitalism [10/19-10/23]

(M): F. Moten and S. Harney “Debt and Study”

(W): C. Tejada and M. Espinoza “Toward a Decolonizing Pedagogy”

(F): Weekly Pod: “A Topography of Decoloniality” from [Decolonization in Action](#), season 1, episode 2 + VOH

Week Four: Ethnic Studies Education and California [10/26-10/30] *Defining Decolonization, Finding Yourself* Due Friday (10/30), end of day

(M): Ríos, López, and Morrell “Toward a Critical Pedagogy of Race: Ethnic Studies and Literacies of Power in High School Classrooms”

(W): W. Kidder and P. Gándara “Two Decades After the Affirmative Action Ban: Evaluating the University of California’s Race-Neutral Efforts” [skim the report, read sections that interest you] AND J. Jordan “Affirmative Acts: Language, Information, and Power”

(F): Weekly Pod: Find a podcast of your own about: Ethnic Studies, decolonial education in California, student resistance + VOH

Week Five: Institutions of Higher Education [11/02-11/06]

(M): R. Shahjahan “Being ‘Lazy’ and Slowing Down: Toward decolonizing time, our body, and pedagogy”

(W): D. Miranda “What’s Wong with a Little Fantasy?” Storytelling from the (Still) Ivory Tower”

(F): Weekly Pod: “Inside the UC Santa Cruz Wildcat Strike” from [This is America](#), episode 99 + VOH

Week Six: Dis/ability and Education [11/09-11/13]

(M): P. Berne “Disability Justice” and J. B. Kim “Toward a Crip of Color Critique”

(W): VETERAN’S DAY - C. Chapman “Colonialism, Disability, and Possible Lives: The Residential Treatment of Children Whose Parents Survived Indian Residential Schools”

(F): Weekly Pod: “Disabled Teachers” from [Disability Visibility](#), episode 64 + **VOH**

Week Seven: Gender and Sexuality [11/16-11/20]

(M): C. Finley “Decolonizing the Queer Native Body (and Recovering the Native Bull-Dyke)” *NOTE PDF includes book introduction, you are only required to read the introduction.*

(W): A. Smith “Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism” [Veterans Day]

(F): Weekly Pod: “Decolonizing Sex” from [All My Relations](#), episode 5 + **VOH**

Week Eight: Feminism(s) and Education [11/23-11/27]

(M): hooks, b. Chapter 11: “Language: Teaching New Worlds/New Words” *NOTE: PDF includes the entire book, you are only required to read chapter 11.*

(W): M. T. Danielson “Our Art is Our Weapon: WOC Transforming Academia”

(F): NO OFFICE HOURS. RECOMMENDED WEEKLY POD: “Rest as Reparations with Tricia Hersey of The Nap Ministry” from [Irresistible: Collective Healing and Social Change](#), episode 40

Week Nine: Decolonizing Pedagogy [11/30-12/04]

(M): P. Freire *Pedagogy of the Oppressed* (Chapter 1) *NOTE: PDF includes full book; you are only required to read chapters 1 and 2.*

(W): P. Freire *Pedagogy of the Oppressed* (Chapter 2)

(F): Weekly Pod: “Pedagogy of the Oppressed with Hilda Franco” from [The Lit Review Podcast](#), episode 34 + **VOH**

Week Ten: Education and Resistance [12/07-12/11]

(M): K. Wayne Yang “Discipline or Punish”

(W): S. Reddy “We Don’t Need No Education: Deschooling as an Abolitionist Practice”

(F): Weekly Pod: “This World is Ours to Build” from [How to Survive the End of the World](#), October 3, 2019 + **VOH**

Week Eleven: Finals Week [12/14-12/18] *World Making: Teaching Others* Due Friday (12/18), end of day

THANK YOU!!

Works Cited for Course Readings:

[Berne, Patty. "Disability Justice—a working draft." *Sins Invalid*, 2015.](#)

Chapman, Chris. "Colonialism, Disability, and Possible Lives: The Residential Treatment of Children Whose Parents Survived Indian Residential Schools." *Journal of Progressive Human Services*, vol. 23, no. 2, 2012, pp. 127-158.

Danielson, Marivel T. "Our Art is Our Weapon: Women of Color Transforming Academia." *Homecoming Queers: Desire and Difference in Chicana Latina Cultural Production*, 2009, pp. 168-190.

de los Ríos, Cati V., et al. "Toward a Critical Pedagogy of Race: Ethnic Studies and Literacies of Power in High School Classrooms." *Race and Social Problems*, vol. 7, 2015, pp. 84-96.

Finley, Chris. "Decolonizing the Queer Native Body (and Recovering the Native Bull-Dyke): Bringing 'Sexy Back' and Out of Native Studies' Closet." *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*, edited by Qwo-Li Driskill, et al. Arizona UP, 2011, pp. 31-42.

Freire, Paulo. *Pedagogy of the Oppressed*. Continuum, 2005.

hooks, bell. "Language: Teaching New Worlds/New Words." *Teaching to Transgress: Education as the Practice of Freedom*. Routledge, 1994, pp. 167-175.

Jordan, June. "Affirmative Acts: Language, Information, and Power." *Affirmative Acts: Political Essays*. Anchor Books, 1998, pp. 240-254.

Kidder, William C and Patricia Gándara. "Two Decades After the Affirmative Action Ban: Evaluating the University of California's Race-Neutral Efforts." *The Civil Rights Project*. Educational Testing Service, 2015.

[Kim, Jina B. "Toward a Crip-of-Color Critique: Thinking with Minich's 'Enabling Whom?'" *Lateral*, vol. 6, no. 1, 2017.](#)

Lorde, Audre. "The Transformation of Silence into Language and Action." *Sister Outsider*. Crossing Press, 2007, pp. 40-44.

Miranda, Deborah. "What's Wrong with a Little Fantasy?: Storytelling from the (Still) Ivory Tower." *The American Indian Quarterly*, vol. 27, no. 1& 2, 2003, pp. 333-348.

Moten, Fred and Stefano Harney. "Debt and Study." *e-flux*, vol. 14, 2010.

Reddy, Sujani K. "We Don't Need No Education: Deschooling as an Abolitionist Practice." *Abolition: A Journal of Insurgent Politics*, no. 1, 2018, pp. 124-133.

Shahjahan, Riyad A. "Being 'Lazy' and Slowing Down: Toward decolonizing time, our body, and pedagogy." *Educational Philosophy and Theory*, vol. 47, no. 5, 2015, pp. 488-501.

Smith, Andrea. "Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism." *GLQ*, vol. 16, no. 1-2, 2010, pp. 41-68.

Tejada, Carlos and Manuel Espinoza. "Toward a Decolonizing Pedagogy: Social Justice Reconsidered." 2003.

Tuck, Eve and K. Wayne Yang. "Decolonization is not a metaphor." *Decolonization: Indigeneity, Education & Society*, vol. 1, no. 1, 2012, pp. 1-40.

Yang, K. Wayne. "Discipline or Punish? Some Suggestions for School Policy and Teacher Practice." *Language Arts*, vol. 87, no. 1, 2009, pp. 49-61.